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ABSTRACT

This lesson plans project provides information and classroom-ready lesson plans about Nigeria. These lesson plans can stand alone or be used in conjunction with one another. They have been correlated to coincide with the standards set forth in Geography for Life. Following background information "Why Study Nigeria?" (A. Shields), lesson plans are entitled: "Climate Graphs in Nigeria" (K. Sundstedt); "Comparing and Contrasting Water in the United States and Nigeria" (K. Daughetee; A. Hoeper); "Comparing Nigerian and United States Populations" (A. Hoeper); "Comparing the Wisdom of Places" (K. Sundstedt); "Conflict and Cooperation in Nigeria: A Dilemma" (K. Weller); "Nigeria: A Case Study of Africa" (K. Weller); "Cultural Nigeria: The Calabash" (C. Oldenkamp); "Desertification, Fulani Herders, and Ecosystems in Nigeria" (K. Weller); "Economic Development" (N. Cooper); "Getting To Know You and Others" (A. Hoeper; N. Cooper; K. Sundstedt); "The House That Musa Built" (A. Hoeper; D. Walsh); "How Do Your School Rules Compare?" (N. Cooper); "Nigeria Online" (A. Hoeper); "Nigerian Storytelling" (A. Hoeper); "Nigerian Transportation through Mathematics" (A. Shields); "Nigerian Women as Traders" (N. Cooper); "Population vs. Natural Resources in Nigeria" (K. Weller); "Siege Mentality: Current and Past Conflicts" (D. DenHartog); "Tin Mining on the Jos Plateau" (N. Cooper); "Traditional Musical Instruments" (N. Cooper); "Traffic and Transportation in Nigeria" (C. Joslin); "Traffic Flow in Nigeria" (D. Walsh); "Understanding the Wisdom of a People" (K. Sundstedt); "Nigeria and Africa: Using Mental Maps To Organize Information" (K. Weller); "What's in a Name?" (A. Hoeper); "What Is a Region?" (G. Kuhter); and "War and the Animal: One Man's Experience During the Beginning of the Biafran War" (D. DenHartog). (Lists 34 Web sites.) (BT)

Welcome to Nigeria



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<http://www.uni.edu/gai/Nigeria/Nigeria.html>

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NIGERIA BACKGROUND INFORMATION

PEDAGOGY STATEMENT

by Dr. Kay Weller - University of Northern Iowa

Africa is sometimes the most neglected continent taught in a geography curriculum because as individuals most teachers have a limited knowledge of the subject matter. Therefore, this project funded, in part, by a Fulbright-Hays grant and the Geographic Alliance of Iowa has attempted to provide useful information and classroom-ready lesson plans.

These lesson plans have been developed to stand-alone or to be used in conjunction with one another. The lesson plans have been correlated to coincide with all the standards as set forth in Geography for Life. Although each lesson plan specifically addresses a standard there are other standards with which each one correlates. It is the intent of this project that there be sufficient lesson plans to help teachers plan a curriculum that includes Africa, and Nigeria specifically. It is our suggestion that as you prepare a unit on Nigeria perhaps to get the students "hooked" it would be useful to try the transportation simulation as the unit introduction and perhaps end with a tie dye workshop.

As the world continues to "shrink," in terms of economics and interaction between countries, it is essential that K-12 students be exposed to all parts of the world through their geography curriculum. Therefore, the team who participated in this project hopes that all teachers will find our materials useful as you prepare to teach about Africa, and specifically Nigeria.

NIGERIA

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NIGERIA BACKGROUND INFORMATION

WHY STUDY NIGERIA?

by Aaron Shields

1) Nigeria covers a large area of land and has a variety of landforms

Nigeria is one of the largest countries in Africa, so one would expect the landscape to be quite diverse. The northern extremities are part of the southernmost extent of the Sahara Desert. South of that area lies the dry, but inhabitable, Sahel region of West Africa. Nigeria, therefore, is a good place to study the effects of desertification and drought.

Nigeria also contains the Jos Plateau, an upland region that has a rather moderate climate. The soils of the area are good for agricultural production of various food crops. The Plateau is also a place where extensive tin mining occurs. Thus, one could investigate the environmental impacts of mining on the surrounding agricultural areas. Issues of water contamination from tailings ponds and other mining debris is another important issue.

Nigeria has dense tropical forests and mangrove swamps in the southeastern part of the country near the Niger River delta. These areas are also known for their oil production, so the human-environment interactions can be applied to the issue of fossil fuel usage. In addition, lumbering takes place in this region, both for use of the tropical woods for furniture making but also to meet the demands for more agricultural land to feed Nigeria's people.

Both the Benue and Niger Rivers flow through parts of Nigeria with the Benue flowing into the Niger and the Niger emptying into the Atlantic Ocean. Nigeria's rivers face many of the same challenges faced elsewhere in Africa: use as transportation corridors, hydroelectric and damming projects, upstream water contamination by neighboring countries, etc.

Nigeria's landforms have created physical regions that are often coincident with the regions classified by ethnicity, language, or religion

so both the physical and human aspects of geography can be seen when discussing Nigeria.

2) Nigeria has a large and rapidly-growing population

Nigeria has the largest population in Africa and one of the highest rates of natural increase as well. It offers an excellent example of the issues faced by nearly every African nation to maintain a good quality of life for their people when resources keep having to be stretched to accommodate more and more people. Issues of family planning and contraceptive use, childhood immunizations and adult vaccinations, and adequacy of medical facilities are important social issues that can be researched using Nigeria as the case study.

The structure of the population is another important issue where Nigeria serves as an excellent case study. Age-sex pyramids show how the population is distributed across the various age groups and by gender. These help to explain the strains placed on families and the government when the number of dependent persons (especially children and the elderly) exceeds that of those of working age. Understanding issues such as these helps explain why major famines, droughts, and disease epidemics take such a heavy toll in Africa.

3) Nigeria has a diversity of ethnic groups and languages

Nigeria is known to have at least 250 different ethnic groups and associated languages, some claim it may be as high as 1000 languages when dialects are included. Obviously, this could be looked at in several ways. First, Nigeria is a microcosm of Africa because each ethnic group has its own identity and social customs and these often clash. Most African countries have 10-50 ethnic groups vying for power and influence, but Nigeria has at least 5 times that number. One can easily study the political and social impacts of ethnic tensions without studying any other African countries besides Nigeria because her internal divisions often make as much of an impact as political boundaries do in other parts of Africa.

Second, with this great diversity, Nigeria also holds the distinction of being one of the only African countries to have had forced migration within its own borders. The mass migrations that occurred between Rwanda, Burundi, Uganda, Tanzania, and the Democratic Republic of the Congo (former Zaire) as ethnic violence waged on have also taken place within Nigeria. Much of this migration took place in relation to the Biafran civil war of the late 1960s, and many of these migrants ended

up in the Jos Plateau region, giving it the most diverse population of anywhere else in the country, if not the entire continent. Again, the political and social implications can easily be looked at.

Third, one can use Nigeria as an example of the possibility that one government could exist in such an ethnically-diverse place. Through its cycling of military and civilian governments, Nigeria has exhibited what things can work well for all people despite their different backgrounds while also showing how exploitative one ethnic group can be when they are in total control of the government. Nigeria's survival as a country is dependent upon it being able to overcome the tensions between its various groups of people. Nevertheless, this is not a problem unique to Nigeria, so understanding Nigeria's situation helps students to understand why these military coups and dictatorships happen so easily in Africa, often met with little or no resistance.

Fourth, despite the negative connotations associated with colonialism, the British did leave behind one very important communication aid - the English language. The use of English by the government avoids the difficulty of having to select one African tongue to take that place. Were that to happen, it would likely lead to even greater ethnic strife than there is now as other linguistic groups would react to the proclaimed official language - likely that of whichever ethnic group happens to be in power at the time. Similar situations happened in other former colonies under French or Portuguese rule.

4) Nigeria has various belief systems and religions

Nigeria is said to be 50% Muslim (Islamic), 40% Christian, and 10% Traditional African Religions. How is this possible? During pre-colonial and colonial times, the Sokoto Caliphate governed northern Nigeria while Europeans started at the Atlantic coast and moved slowly inland toward the north. The British left the Sokoto Caliphate in charge of the North. They spread the religion of Islam amongst the Fulani and the Hausa. The Igbos of the Southeast and the Yorubas of the Southwest were primarily converted to various Christian sects depending on what church had missionaries in the area. Numerous Christian denominations exist in Nigeria today. At the same time, Yoruba and other traditional beliefs did not disappear entirely, as the missionaries and priests had hoped. Rather, many Africans began to blend their traditional rites and beliefs with those of their Christian sect or with that of Islam leading to what are known as syncretic religions.

As Christianity and Islam are the two primary religions in Africa, Nigeria serves as a good example of the roles these religions play in

politics and in policy decision-making. The complications when church and state are mixed can clearly been seen throughout Nigeria's 40-year period of independence and the dominance of the Hausa Muslims in military governments. This complex relationship between church and state is a problem most every African country has faced or will face. Lessons can be learned from what Nigeria did right and what it did so very wrong.

5) Nigeria has a large urban population

Nigeria's population is spread throughout the country in both rural and urban areas. Nevertheless, the Southwest has the two largest urban areas in the country, Lagos and Ibadan. Another sizeable city is Kano in the North. Thus, Nigeria, experiences the same urban problems that any other African city would face. There are the issues of housing for that many people. Where will they all live? In many cases the continued rural-urban migration has led to the rise of shanty towns, or slums, in the urban centers. Nigeria's major cities all face this problem. These people that live in the shanty towns live in the worst conditions, often constructing their make-shift homes out of wood fragments, tin, aluminum siding, cardboard, anything they can get their hands out. There is likely no electricity, and there is certainly no running water nor sewage disposal. These are unsanitary conditions that lead to disease and early death, but many of these people have no other option.

A second major problem urban cities face is the employment situation. Where are all of these migrants from the rural areas going to work? Many are forced to beg, to work odd jobs, or to become part of the informal sector, selling goods and services. Others get involved in jobs that are dangerous but that no one else will take. Furthermore, many of the children of these families have to start working in agriculture or in factories to help their parents make a living. This means their education stops completely, many of them never finishing elementary school. This contributes to the problem of sweatshop labor because these families see no other option being available to them.

Another major problem facing cities is transportation and traffic. The bus systems of Nigeria have virtually collapsed, so most people have cars, but these cars are not necessarily safe to drive. There are a great many traffic accidents because of the lack of laws regarding motor vehicles. In the city centers there is the problem of traffic congestion and the associated air pollution from smog. Other environmental concerns are the disposal of toxic chemicals and groundwater contamination, air pollution from factory smoke stacks. All of these problems are similar to those in Cairo, Cape Town, Johannesburg, Nairobi,

Kinshasa, Addis Ababa, and Dakar. Nigeria is certainly not alone in these urban problems, but it provides insights into where Nigerian cities went wrong and provides information that can hopefully prevent similar problems from happening in other lesser developed parts of Africa.

NIGERIA LESSON PLAN

CLIMATE GRAPHS IN NIGERIA

by Kathy Sundstedt

INQUIRY QUESTION:

How do humans adapt to climate in tropical areas?

OBJECTIVE:

Students will understand how to read climate graphs.
Students will understand the climate of Nigeria.

STANDARDS:

Standard 4: Physical and human characteristics of place
Standard 7: Physical Processes that shape patterns on earth's surface
Standard 8: Characteristics and distribution of ecosystems

THEMES:

Location
Place
Human-Environment Interaction

MULTIPLE INTELLIGENCES:

Logical Mathematical
Visual Spatial

MATERIALS:

calculators
climate graph grids(3)
pencils
attached data sheet & questions
maps of Nigeria

BACKGROUND INFORMATION:

Climate data tells us about a place, including what and where crops can grow. Climate is a result of the location of a place including its:

- (a) latitude (distance from the equator)
- (b) distance inland (from onshore winds)
- (c) elevation (height above sea level)

Rainfall is a critical factor for farming. In tropical areas, traditional agricultural practices are shaped by the onset of the rainy season. Delays in the onset of the rains have been known to cause crop failures and famine in Nigeria. (Udo, 1970) An equatorial area of low pressure sets up the wind patterns seen in Diagrams 1 and 2.

Referring to Diagrams 1 & 2, which map shows winds which bring moisture to Nigeria? Which map shows wind direction during the dry (harmattan) season?

Climate Graphs & Calculations

Students familiar with climate graphs and decimals should graph the three sets of data, using line graphs to show monthly temperature and a bar graph to show precipitation.

Students unfamiliar with the concept will need to be taught to read the numbers on left side of the graph to plot monthly temperature. Use numbers on the right side of the graph to plot precipitation. You might want to practice using local data.

By comparison, Waterloo at 42°N has total precipitation of 33" per year with an average temperature of 46°. Its wettest months are May, June & July, with just over 4 inches in each of those months. The range of temperature is 58°.

Each set of data (Stations 1, 2 and 3) represents climate at one of three Nigerian cities. Present a physical map of Nigeria with these three cities or provide locations of each

Kano 12°N 8°E
Jos 9°N 8°E
Port Harcourt 5°N 7°E

ACTIVITY:

The Climate Graphs of Nigeria activity are attached to this lesson. You will find the climate graph grids, maps of Nigeria, directions, data sheets, questions, and answer keys.

Climate Data Tables For Three Nigerian Locations

Station 1		
	F ^o	Precip.
J	70.9	0
F	74.7	0
M	80.8	0.1
A	86.6	0.4
M	87.0	2.5
J	84.2	4.4
J	79.2	8.0
A	77.4	12.4
S	78.7	5.0
O	80.8	.5
N	76.8	0
D	72.0	0

Station 2		
	F ^o	Precip.
J	80.7	1.2
F	82.1	2.3
M	82.4	5.0
A	81.9	7.5
M	80.8	9.9
J	79.4	13.3
J	77.8	12.9
A	78.0	12.3
S	78.6	15.5
O	79.2	10.7
N	80.2	5.5
D	80.2	1.8

Station 3		
	F ^o	Precip.
J	69.6	0.1
F	72.5	0.1
M	75.7	1.0
A	77.4	3.5
M	75.2	7.9
J	72.2	9.1
J	69.6	12.9
A	68.6	11.6
S	70.4	8.4
O	72.2	1.6
N	71.9	0.1
D	69.8	0.1

Total Precip:

Avg. Temp:

Range of Temp:

(subtract to find the difference
between highest & lowest monthly
average)

Total Precip:

Avg. Temp:

Range of Temp:

(subtract to find the difference
between highest & lowest monthly
average)

Total Precip:

Avg. Temp:

Range of Temp:

(subtract to find the difference
between highest & lowest monthly
average)

source. Udo, Ken Geographical Regions of Nigeria, University of California Press, 1970 p. 3

Understanding Climate Graphs & Human Adaptation to Climate in Tropical Areas

Plot the data on the attached climate graphs. Make a line graph for temperature; a bar graph for precipitation. With a pencil or colored pencil, lightly shade the rainy season (months with 2.5" or greater) at each station. Then, calculate the total precipitation, average temperature and range of temperature at each station. List those numbers in the space above.

- (1) At which station are average temperatures warmest? _____
At which station are average temperatures coolest? _____
- (2) At which station is the range of temperature the greatest? _____
At which station is the range of temperature the smallest? _____
- (3) Which station is the wettest? _____ The driest? _____
- (4) Compare the number of rainy season months:

Station 1	Station 2	Station 3
- (5) Examine the wind direction maps.
Which city would be wettest? _____ Why?

(6) (use physical map) What city has the highest elevation? _____

Which station is the coolest? _____

Does temperature rise or fall as elevation increases?

(7) Areas with average monthly temperatures greater than 64.4 do not have "winter" as defined by Koopen, a geographer. Name some plants that could grow only in areas without winter.

(8) Besides sunshine and warm temperatures, what else is needed for crops to grow? _____

(9) In what months would there be enough moisture to plant crops in each place?

Station 1	Station 2	Station 3

(10) If a crop requires 90 days to mature, which stations may have a long enough growing season and moisture to grow two 90-day crops?

(11) Summarize: All of these cities are in tropical areas (5 N - 8 N). Explain how climate is not the same in all tropical areas.

(12) In subsistence agriculture, food is grown and stored by each grower. Which months at each station are likely to be in the "hungry season"-- where new crops are not yet mature, but last year's supply is gone?

Station 1	Station 2	Station 3

(13) In what months at each station might people have to conserve or used stored water if deep wells are unavailable?

Station 1	Station 2	Station 3

(14) At each station, flooding may occur in what months?

Station 1	Station 2	Station 3

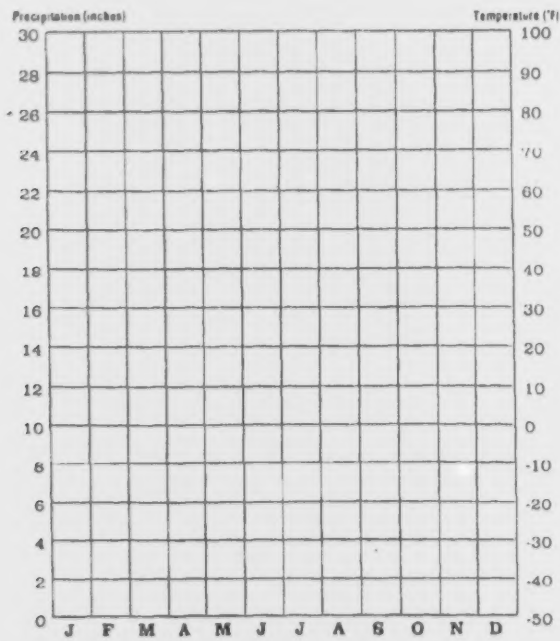
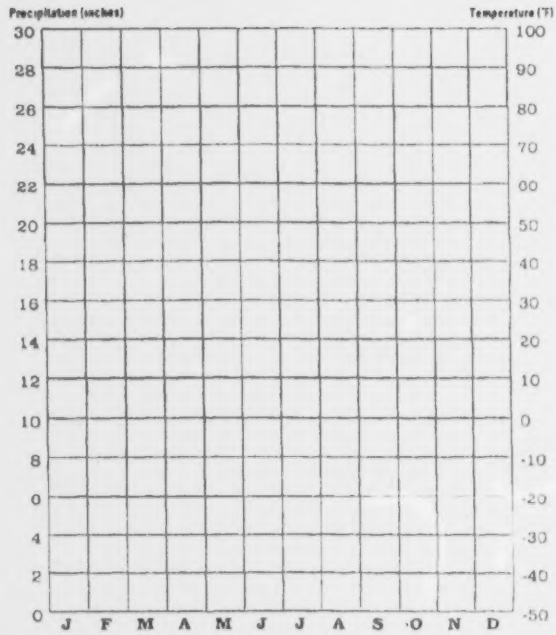
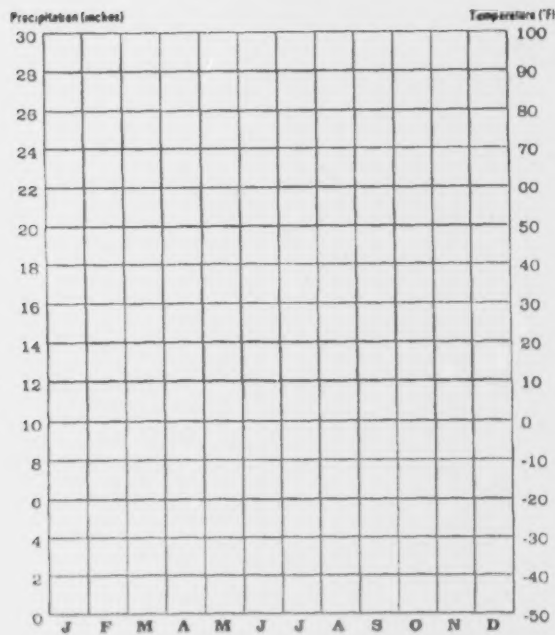
(15) How can homes and cities be designed to deal with heavy rain?

FINAL ANSWERS: MATCH the STATIONS to these three Nigerian cities:

Kano 12 N Port Harcourt 5 N Jos 9 N

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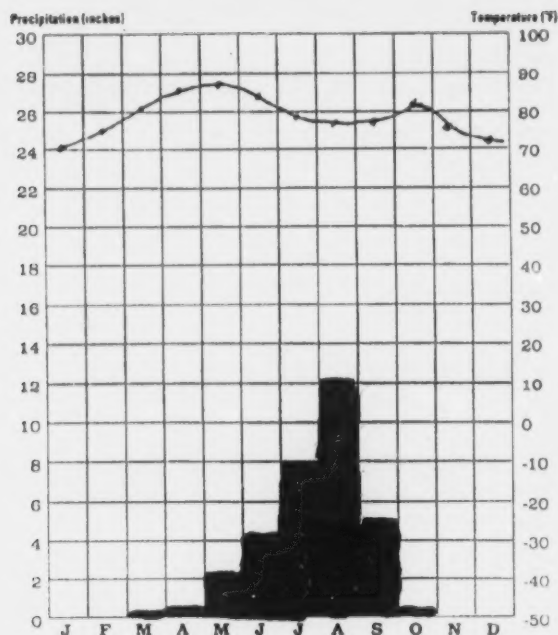
Blank Climographs



(Answers)

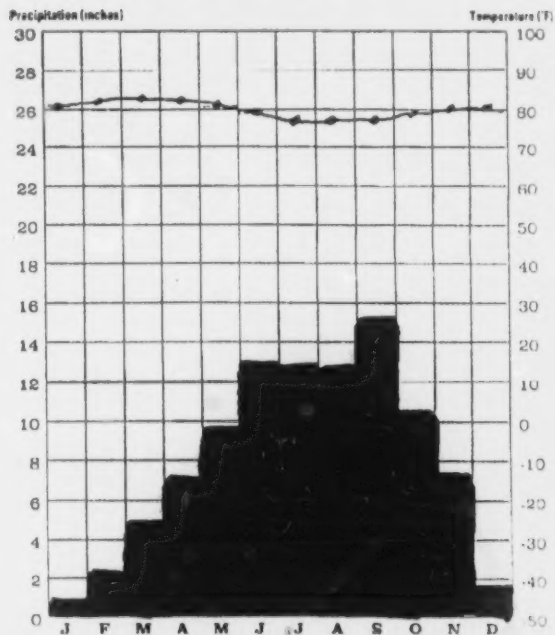
(Kano)

STATION 1



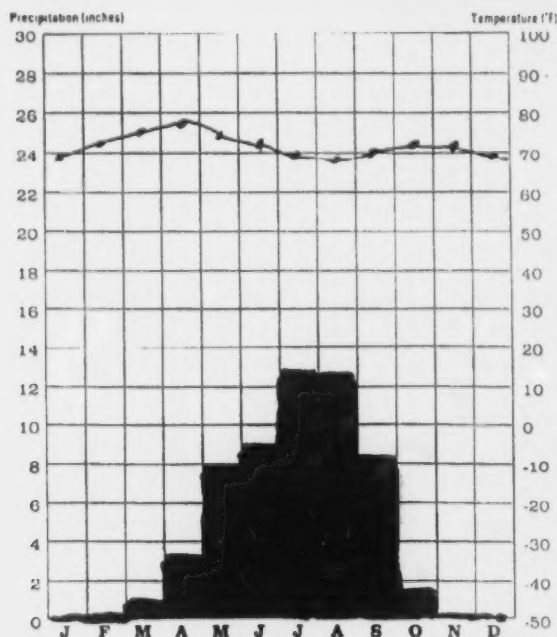
(Port Harcourt)

STATION 2



STATION 3

Jos, Nigeria



Climate Data Tables For Three Nigerian Locations

KEY

Station 1		
	F ^o	Precip.
J	70.9	0
F	74.7	0
M	80.8	0.1
A	86.6	0.4
M	87.0	2.5
J	84.2	4.4
J	79.2	8.0
A	77.4	12.4
S	78.7	5.0
O	80.8	.5
N	76.8	0
D	72.0	0

Total Precip: 33"

Avg. Temp: 79.1°

Range of Temp: $\frac{87}{-70.9}$
= 16.1°

(subtract to find the difference between highest & lowest monthly average)

Station 2		
	F ^o	Precip.
J	80.7	1.2
F	82.1	2.3
M	82.4	5.0
A	81.9	7.5
M	80.8	9.9
J	79.4	13.3
J	77.8	12.9
A	78.0	12.3
S	78.6	15.5
O	79.2	10.7
N	80.2	5.5
D	80.2	1.8

Total Precip: 97"

Avg. Temp: 80.1°

Range of Temp: $\frac{82.4}{-77.8}$
= 4.6°

(subtract to find the difference between highest & lowest monthly average)

Station 3		
	F ^o	Precip.
J	69.6	0.1
F	72.5	0.1
M	75.7	1.0
A	77.4	3.5
M	75.2	7.9
J	72.2	9.1
J	69.6	12.9
A	68.6	11.6
S	70.4	8.4
O	72.2	1.6
N	71.9	0.1
D	69.8	0.1

Total Precip: 56.4"

Avg. Temp: 72.1°

Range of Temp: $\frac{77.4}{-68.6}$
= 8.8°

(subtract to find the difference between highest & lowest monthly average)

source: Udo, Ken Geographical Regions of Nigeria. University of California Press, 1970 p. 3

Understanding Climate Graphs & Human Adaptation to Climate in Tropical Areas

With a pencil or colored pencil, lightly shade the rainy season (months with 2.5" or greater) at each station. Then, calculate the total precipitation, average temperature and range of temperature at each station. List them in the space above.

- At which station are average temperatures warmest? Station 2
At which station are average temperatures coolest? Station 3
- At which station is the range of temperature the greatest? Station 1
At which station is the range of temperature the smallest? Station 2
- Which station is the wettest? Station 2 The driest? Station 1
- Compare the number of rainy season months:

Station 1	Station 2	Station 3
5	9	6

- Examine the wind direction maps.
Which city would be wettest? Port Harcourt Why? Winds in Diagrams 1 + 2 blow from over the ocean, making them moisture-bearing winds.

(KEY)

(6) What city has the highest elevation? Jos, at 900-1800m (2,950-5,900ft.)
 Which station is the coolest? Station 3
 Does temperature rise or fall as elevation increases?

(7) Areas with average monthly temperatures greater than 64.4 do not have "winter" as defined by Koopen, a geographer. Name some plants that could grow only in areas without winter. cocoa, bananas, coffee, tea
pineapple, oranges, lemons, limes, palms, yam (not sweet potato)
cassava, sugar cane, plantain

(8) Besides sunshine and warm temperatures, what else is needed for crops to grow? Water

(9) In what months would there be enough moisture to plant crops in each place?

Station 1	Station 2	Station 3
<u>late April</u> <u>May</u>	<u>Feb.</u>	<u>late March</u> <u>April</u>

(10) If a crop requires 90 days to mature, which stations may have a long enough growing season and moisture to grow two 90-day crops? Stations 2 + 3

(11) Summarize: All of these cities are in tropical areas (5 N - 8 N). Explain how climate is not the same in all tropical areas. Planting seasons
begin with the onset of rain, unless there
is irrigation. The onset varies, as well as
the duration of the rainy season.

(12) In subsistence agriculture, food is grown and stored by each grower. Which months at each station are likely to be in the "hungry season"-- where new crops are not yet mature, but last year's supply is gone?

Station 1	Station 2	Station 3
<u>March-</u> <u>May</u>	<u>?</u>	<u>March, Apr.</u>

(13) In what months at each station might people have to conserve or used stored water if deep wells are unavailable?

Station 1	Station 2	Station 3
<u>October-</u> <u>April</u>	<u>Dec -</u> <u>Jan</u>	<u>Oct.</u> <u>March</u>

(14) At each station, flooding may occur in what months?

Station 1	Station 2	Station 3
<u>Aug.</u>	<u>June-Oct</u>	<u>June-Sept</u>

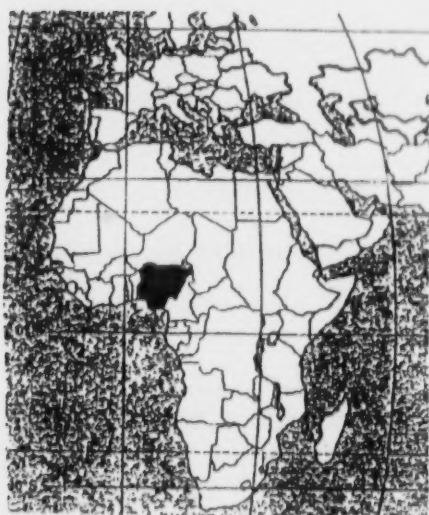
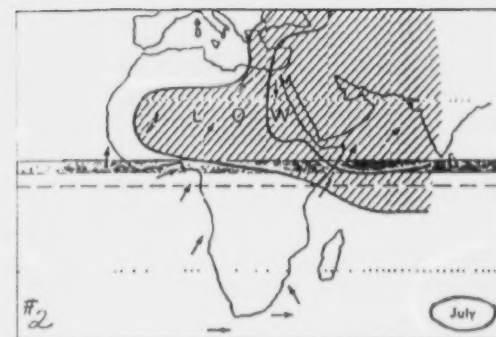
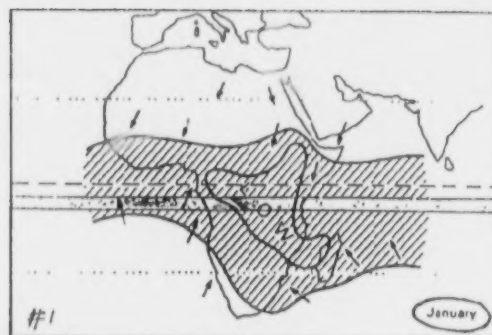
(15) How can homes and cities be designed to deal with heavy rain?
Homes: adequate drainage away from homes with roof overhang.
Cities need to avoid building in low areas + provide
drainage.

FINAL ANSWERS: MATCH the STATIONS to these three Nigerian cities:

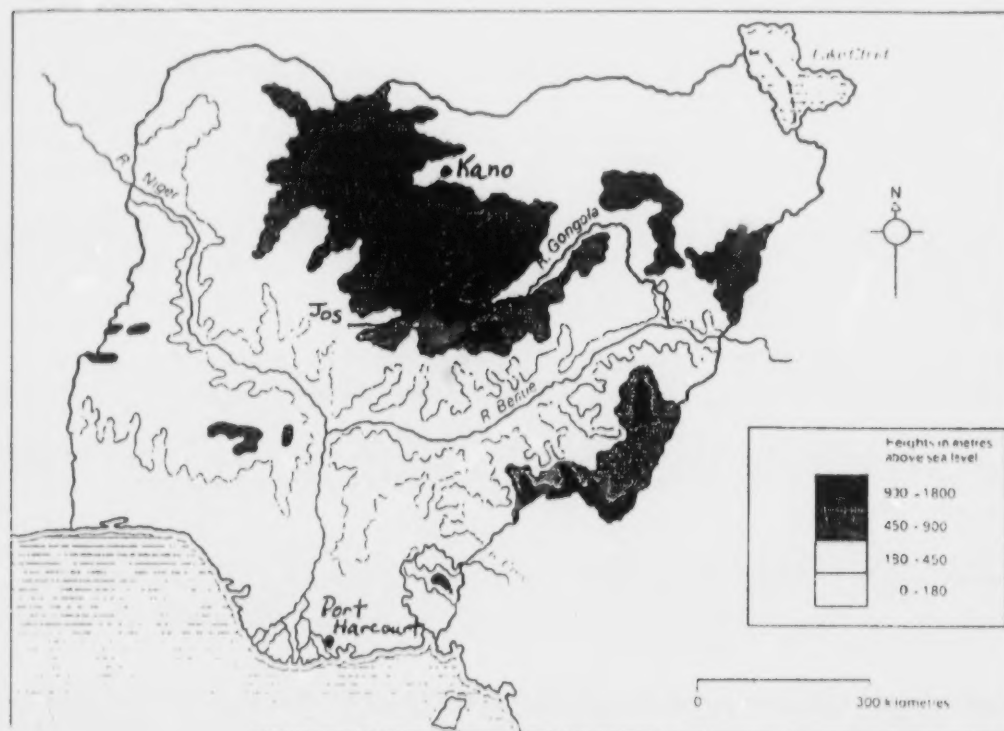
Kano 12 N Port Harcourt 5 N Jos 9 N

<u>Station</u> <u>1</u>	<u>Station</u> <u>2</u>	<u>Station</u> <u>3</u>
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Diagrams 1 and 2 show wind direction in January and July.



Location of Nigeria in Africa



Physical Map of Nigeria

NIGERIA LESSON PLAN

COMPARING AND CONTRASTING WATER IN THE UNITED STATES AND NIGERIA

by Kim Daughetee & Anne Hoeper

INQUIRY QUESTION

Although water covers three-quarters of the Earth, only a small fraction is available for human consumption. Why is the conservation and acquisition of water so important?

OBJECTIVES

Students will:

1. Describe the various sources and uses of water.
2. Compare the similarities and differences of water acquisition in Nigeria and the U.S.
3. Discuss problems associated with water quality.

STANDARDS

- Standard 4: Physical and human characteristics of places
Standard 12: The processes, patterns, and functions of human settlement
Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

THEMES

Human Environment Interaction
Movement

MULTIPLE INTELLIGENCES

Naturalist

Interpersonal
Logical
Bodily/Kinesthetic

MATERIALS AND RESOURCES

Nigerian Resources

Background information on Nigeria

Background information on water systems in Nigeria (see Rex Honey)

WOW! The Wonders of Wetlands, by Alan S. Kesselheim and Britt

Eckhardt Slattery. Published by Environmental Concern, Inc.

1995

Earth Matters, by Pamela Wasserman and Andrea Doyle. Published by

Zero Population Growth, Inc. 1991

DISCUSSION

1. Have students brainstorm ways in which we use water. (Examples include domestic, agriculture, industrial/commercial).
2. Discuss where our water comes from. (Examples include the transport system, as well as tracing tap water to its' source).
3. Investigate diseases, their causes and effects, associated with using untreated water.

ACTIVITY

1. Have students keep track in a 24-hour period, how often they use water, and what for. Have students chart or graph the results.
2. Take a field trip to your local water treatment plant. List the steps in processing water for human consumption.
3. Show students ways in which Nigerians get their water; (water tanks, wells, rivers, streams, bottled water). Simulations might include bucket baths, getting water from a well, head-carrying, boiling water.
4. Discuss the rainy season in Nigeria, and talk about your own local climate and annual rainfall. Graph the amount of precipitation between the North and the South — compare with annual amounts in your own region.
5. Give students a list of vocabulary terms associated with diseases contracted from contaminated water in Nigeria. Discuss the

number (percentage) of people affected. Compare this to statistics in the U.S.

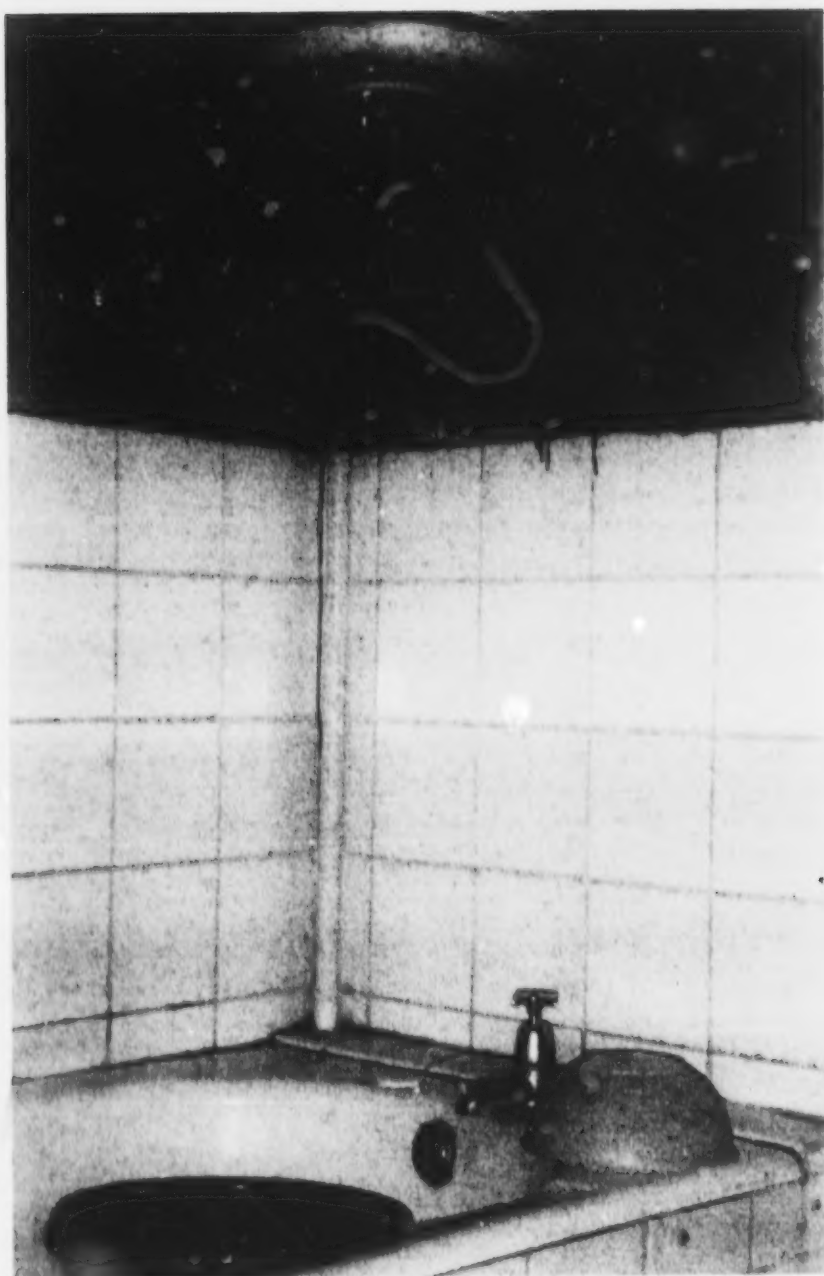
6. Have students respond to the following real-life scenarios, either in small groups or in a journal:
 - A. Water comes on at 8:45; you have an important meeting at 9:00. Do you stay to fill buckets, or do you go?
 - B. Respond to this Yoruba Proverb: "One does not throw away all the water in the house because the rain threatens".
 - C. See picture on website: "When life hands you lemons, make lemonade".
 - D. The well is two miles from your home. What is the most effective way to get the water home?

ASSESSMENTS AND EXTENTIONS

1. Students can write a short paper summarizing the similarities/differences in the uses of water between Nigeria and the U.S.

PHOTOGRAPHS - TO ACCOMPANY THIS LESSON are attached or can be accessed at <http://www.uni.edu/gai/Nigeria/Pictures/water.html>

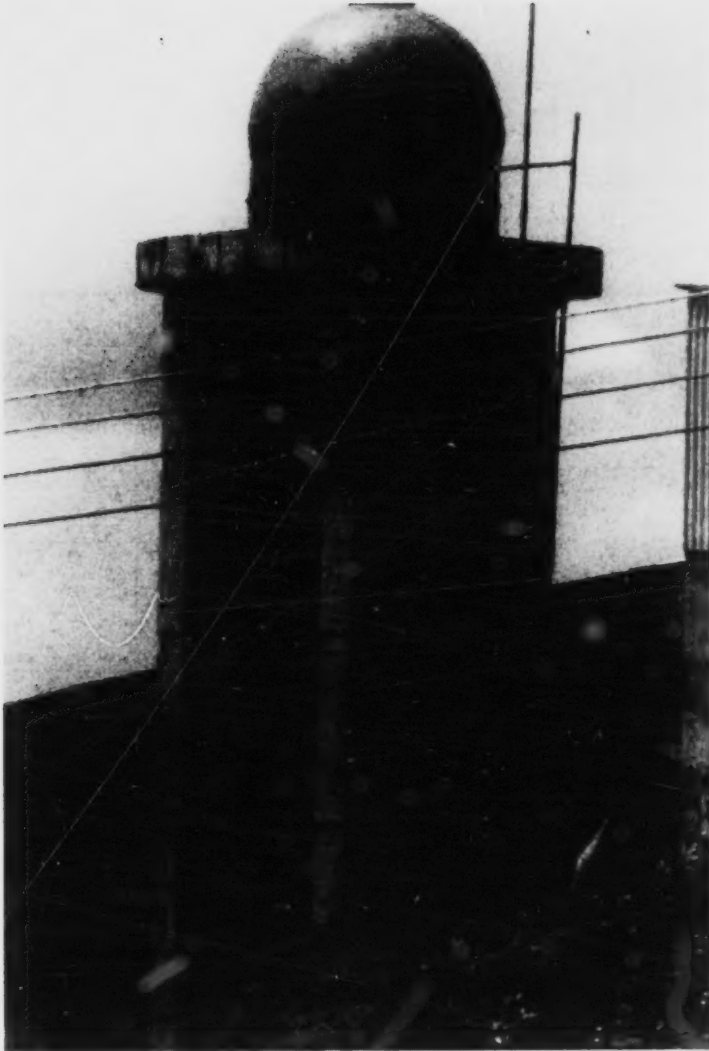




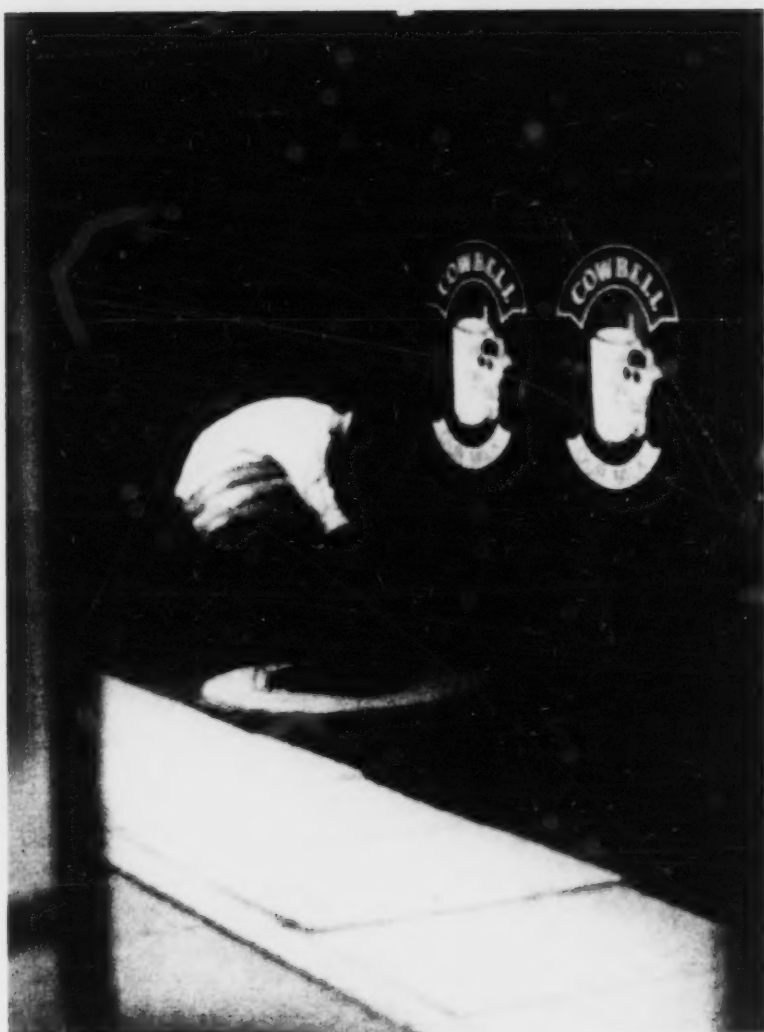
A bucket is always kept full for those days when there is no water



The water tank is higher than the house so that the owner can have running water on the second floor.



Water Tower



Collecting water from the well.



Well located by the river.



There is no garbage pick up service so it has been deposited by the river.



Garbage



Six Weeks of Garbage



Washing barrels that previously held chemicals.



Washing clothes and bathing children down river from the sight where the men are washing the barrels.



Washing clothes and children in Ibadan.

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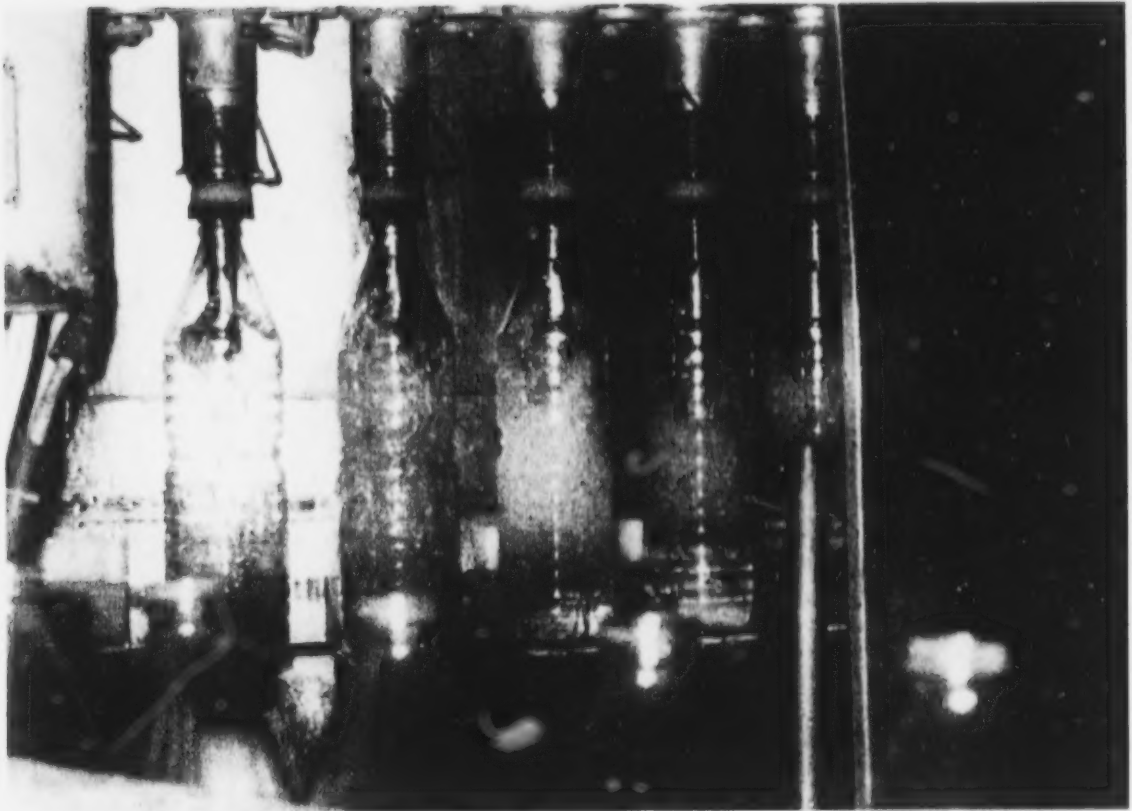
Yankari Hot Springs



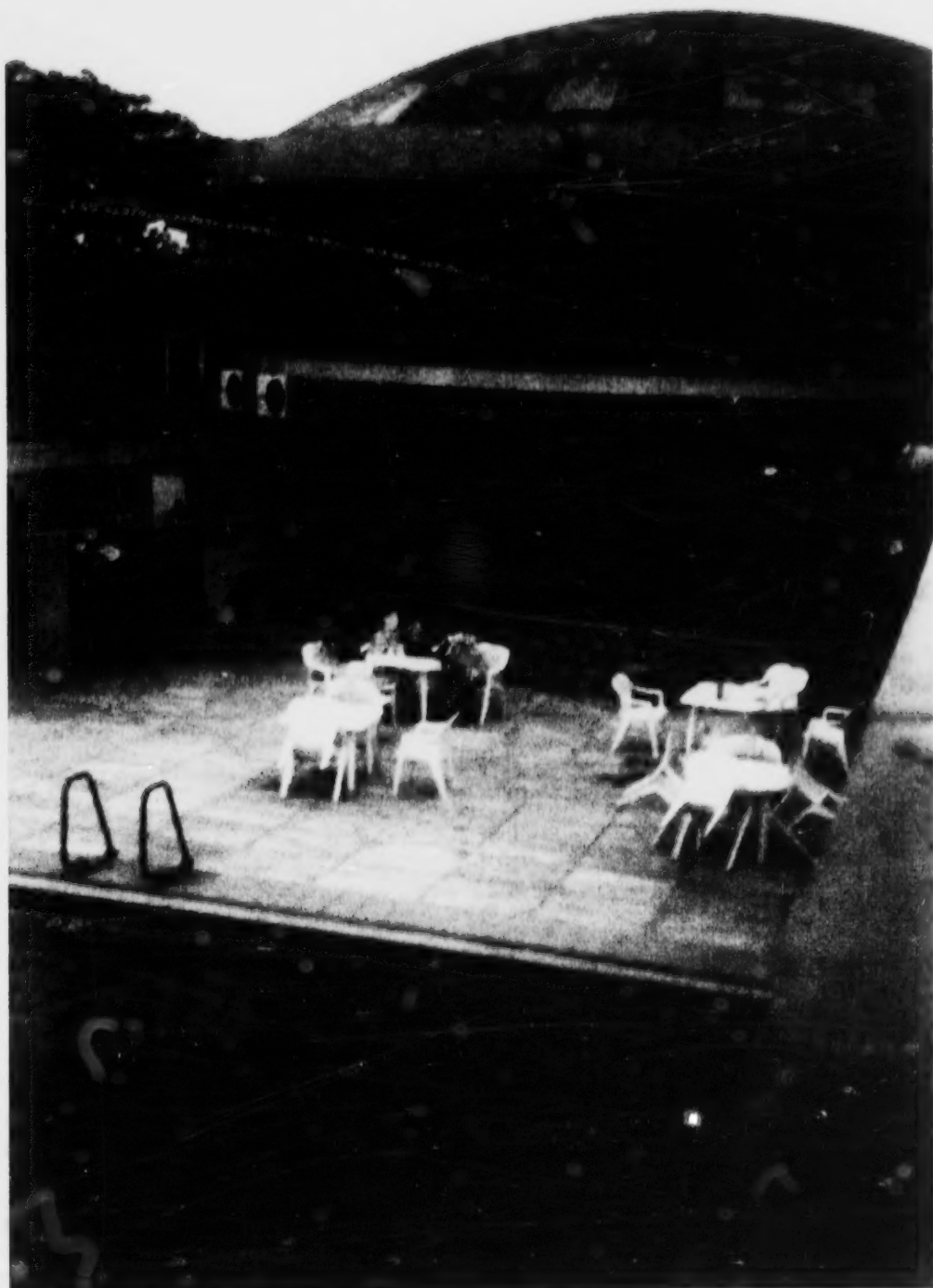
Gathering water to drink from the natural spring.



Swimming in the hot springs at Yankari.



Swan's bottled water.



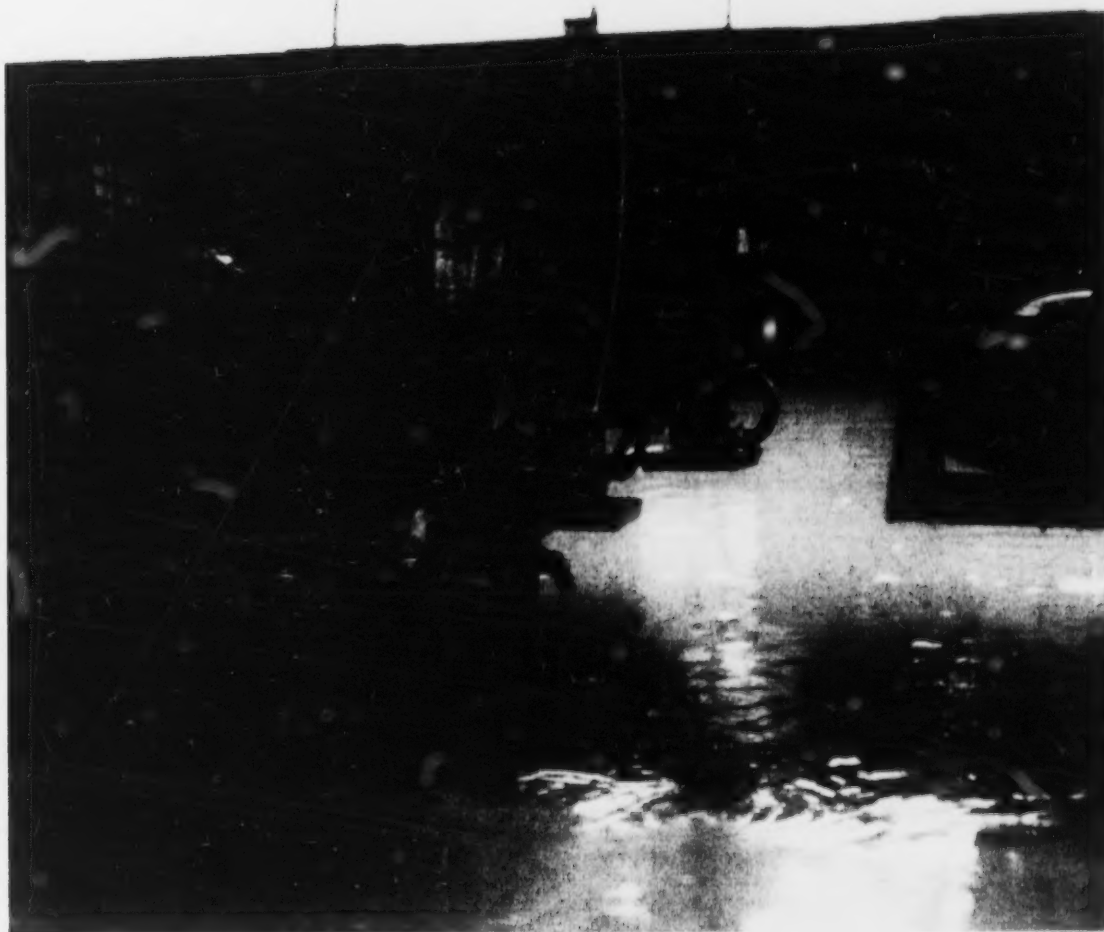
Kokodome



Niger River (not the small fishing boats)



When it rains - you wait.



Waiting for the rain to stop in the Onitsha market place.

NIGERIA LESSON PLAN

COMPARING NIGERIAN AND UNITED STATES POPULATIONS

by Anne Hoeper

INQUIRY QUESTION

How does the population in Nigeria compare to the United States?
What services will the population need in 2010, 2025, and 2050?

OBJECTIVE

To be aware of population growth in Nigeria compared to the United States.

STANDARDS

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.

Standard 18: How to apply geography to interpret the present and plan for the future.

THEMES

Place

MULTIPLE INTELLIGENCES

Visual/Spatial
Logical/Mathematical
Interpersonal
Verbal/Linguistic
Intrapersonal

MATERIALS:

Population Pyramids

Demographic data for Nigeria and United States

Information can be found at <http://www.census.gov/ipc/www/idbpyr.html>

Nigerian and United States Populations pyramids for 1997, 2025, 2050

Information can be found at <http://www.census.gov/ipc/www/idbpyr.html>

ACTIVITY: Approximately 1 class period

1. Divide the class into groups of 3.
2. Assign half of the groups Nigeria and the other half of the groups the United States.
3. Give students a blank population pyramid form and provide statistics for the years of 1997, 2025, 2050.
4. Students will fill in the population pyramid for their assigned year and country.
5. Groups will compare their three population pyramids and determine if the country's population is growing, declining or remaining the same.
6. Groups will determine the services the government will need to provide for the population.
7. Combine a United States group with a Nigerian group.
8. Groups will share their three pyramids, the growth of the populations, and what services will be needed to meet provide of the population.

ASSESSMENTS:

Write a paragraph describing the projected growth of Nigeria. Compare Nigeria's growth it to the projected growth of the United States. Include a list of services that will be needed to provide for the population.

Nigerian Midyear Population, by Age and Sex: 1998 and 2010 (Population in thousands)

	1998			2010		
AGE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
TOTAL	110,532	55,920	54,613	150,274	75,657	74,617
00-04	19,737	9,942	9,795	24,706	12,447	12,258
05-09	16,286	8,162	8,124	22,070	11,073	10,997
10-14	13,510	6,768	6,742	19,682	9,865	9,817
15-19	11,721	5,881	5,840	16,988	8,510	8,478
20-24	9,516	4,788	4,728	13,928	7,014	6,914
25-29	7,857	3,982	3,876	11,435	5,817	5,617
30-34	6,600	3,355	3,245	9,005	4,612	4,392
35-39	5,426	2,798	2,627	7,012	3,591	3,421
40-44	4,456	2,339	2,117	5,718	2,900	2,818
45-49	4,041	2,085	1,956	4,718	2,392	2,326
50-54	3,460	1,787	1,673	3,877	1,989	1,888
55-59	2,677	1,381	1,296	3,366	1,692	1,674
60-64	2,010	1,024	986	2,870	1,409	1,461
65-69	1,469	742	727	2,112	1,022	1,091
70-74	973	486	487	1,438	685	753
75-79	531	263	268	852	400	452
80+	262	136	126	499	240	259

Source: U.S. Bureau of the Census, International Data Base. For more information contact the Information Resources Branch, International Programs Center, Bureau of the Census.

Nigeria Demographic Indicators: 1998 and 2010

	1998	2010
Births per 1,000 population	42	37
Deaths per 1,000 population	13	16
Rate of natural increase (percent)	2.9	2.1
Annual rate of growth (percent)	3.0	2.1
Life expectancy at birth (years)	53.6	46.3
Infant deaths per 1,000 live births	71	57
Total fertility rate (per woman)	6.1	5.1

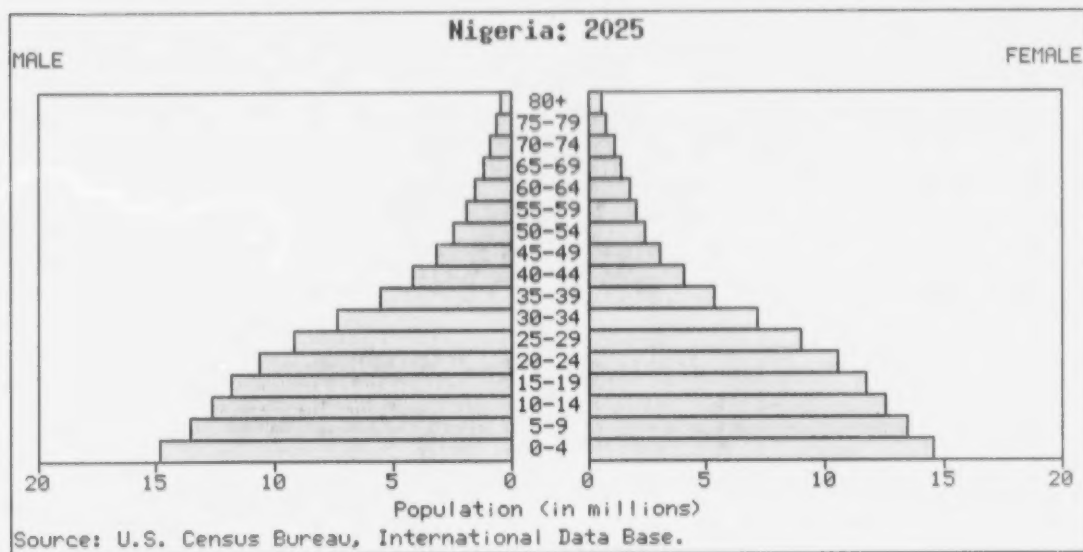
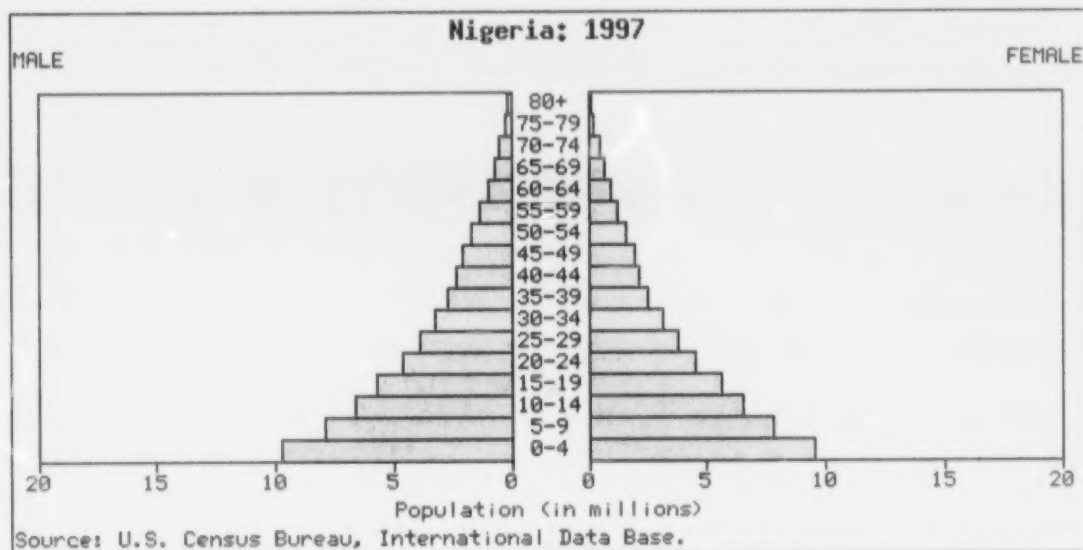
Midyear Population Estimates and Average Annual Period Growth Rates: 1950 to 2050 (Population in thousands, rate in percent)

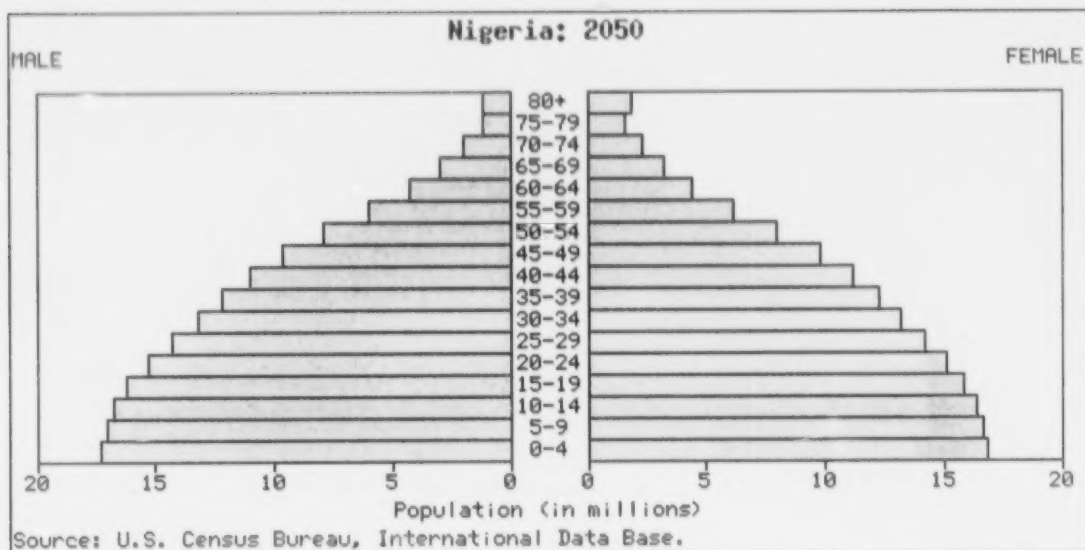
Year	Population
1950	31,797
1960	39,230
1970	49,309
1980	65,699
1990	86,530
1991	89,263
1992	92,057
1993	94,934
1994	97,900
1995	100,959
1996	104,095
1997	107,286
1998	110,532
1999	113,829
2000	117,171
2010	150,274
2020	183,962
2030	225,866
2040	279,405
2050	337,591

Period	Growth Rate
1950-1960	2.1
1960-1970	2.3
1970-1980	2.9
1980-1990	2.8
1990-2000	3.0
2000-2010	2.5
2010-2020	2.0
2020-2030	2.1
2030-2040	2.1
2040-2050	1.9

Source: U.S. Bureau of the Census, International Data Base. For more information contact the Information Resources Branch, International Programs Center, Bureau of the Census. US Census Bureau

Population Pyramid Summary for Nigeria





**United States Midyear Population, by Age and
Sex: 1998 and 2010
(Population in thousands)**

	1998			2010		
AGE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
TOTAL	270,290	132,489	137,801	298,026	145,856	152,170
00-04	19,020	9,732	9,288	20,012	10,243	9,768
05-09	19,912	10,196	9,716	19,489	9,981	9,508
10-14	19,184	9,830	9,354	20,231	10,359	9,872
15-19	19,473	10,038	9,435	21,798	11,176	10,623
20-24	17,768	9,143	8,625	21,236	10,812	10,424
25-29	18,680	9,398	9,282	19,779	9,882	9,896
30-34	20,209	10,092	10,117	18,640	9,219	9,421
35-39	22,638	11,312	11,326	18,577	9,177	9,400
40-44	21,891	10,872	11,018	20,002	9,868	10,134
45-49	18,855	9,268	9,587	21,890	10,759	11,131
50-54	15,728	7,660	8,068	21,681	10,572	11,109
55-59	12,408	5,964	6,444	19,068	9,190	9,879
60-64	10,256	4,845	5,411	16,215	7,732	8,483
65-69	9,575	4,385	5,190	12,112	5,659	6,453
70-74	8,781	3,845	4,936	8,945	4,094	4,852
75-79	7,195	2,986	4,209	7,124	3,128	3,995
80-84	4,712	1,757	2,955	5,557	2,235	3,322
85-89	2,533	801	1,731	3,426	1,188	2,237
90-94	1,094	284	810	1,579	446	1,133
95+	379	80	300	666	137	529

Source: U.S. Bureau of the Census, International Data Base. For more information contact the Information Resources Branch, International Programs Center, Bureau of the Census.

United States

Demographic Indicators: 1998 and 2010

	1998	2010
Births per 1,000 population	14	14
Deaths per 1,000 population	9	9
Rate of natural increase (percent)	0.6	0.5
Annual rate of growth (percent)	0.9	0.8
Life expectancy at birth (years)	76.1	77.4
Infant deaths per 1,000 live births	6	5
Total fertility rate (per woman)	2.1	2.1

Midyear Population Estimates and Average Annual Period Growth Rates: 1950 to 2050 (Population in thousands, rate in percent)

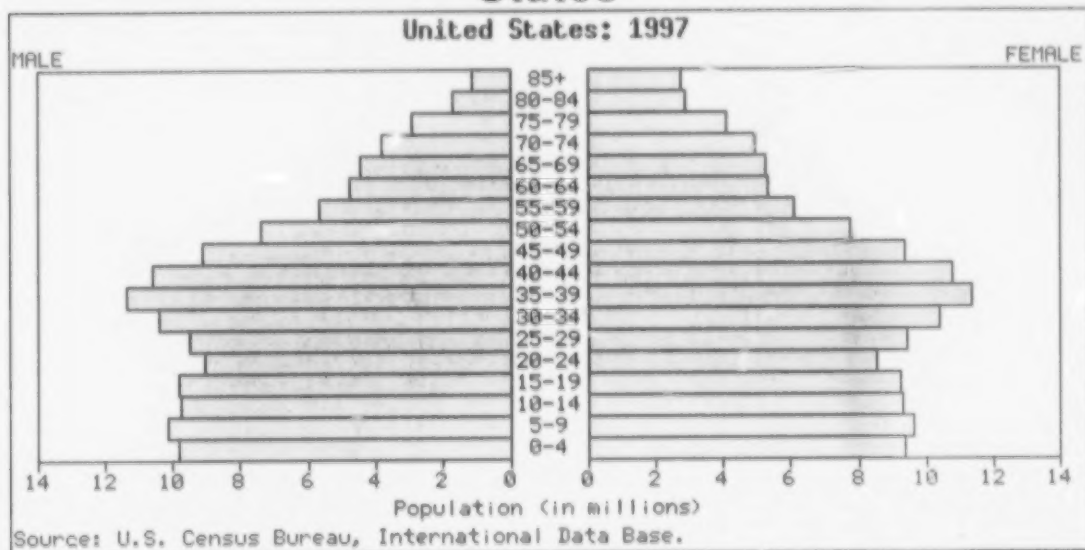
Year	Population
1950	152,271
1960	180,671
1970	205,052
1980	227,726
1990	249,949
1991	252,636
1992	255,382
1993	258,089
1994	260,602
1995	263,039
1996	265,453
1997	267,901
1998	270,290
1999	272,640
2000	274,943
2010	298,026
2020	323,052
2030	347,209
2040	370,290
2050	294,241

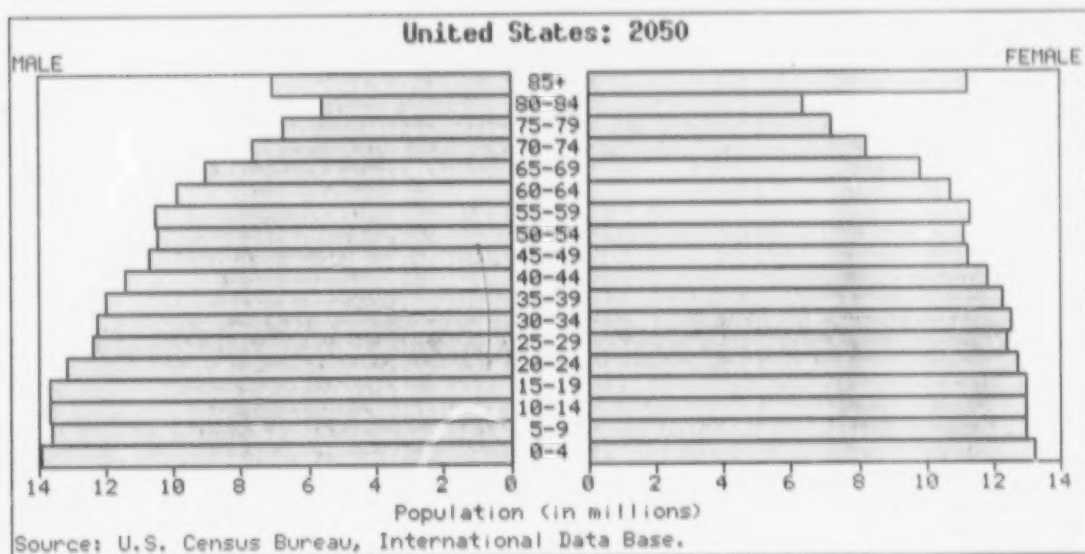
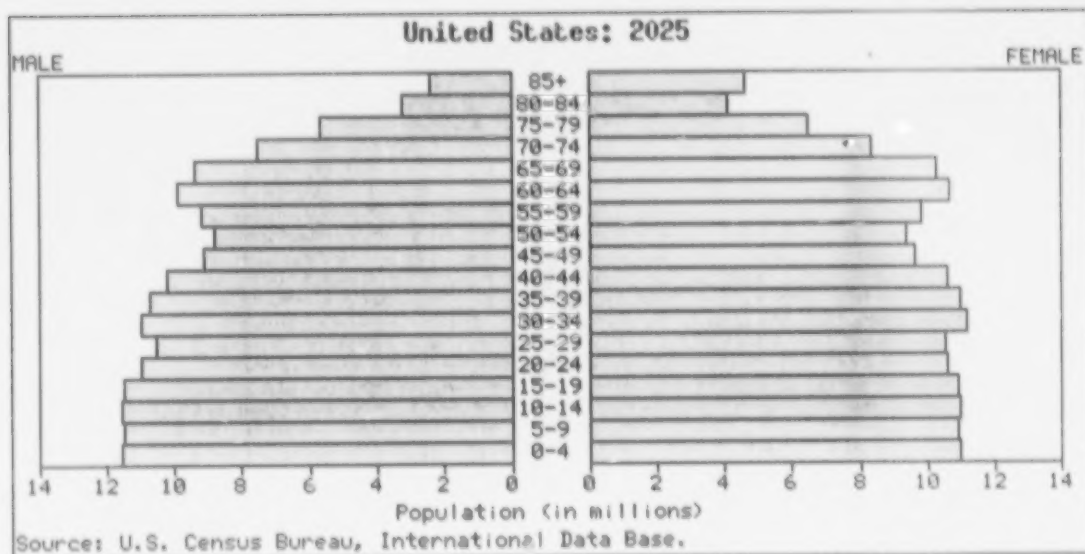
Period	Growth Rate
1950-1960	1.7
1960-1970	1.3
1970-1980	1.0
1980-1990	0.9
1990-2000	1.0
2000-2010	0.8
2010-2020	0.8
2020-2030	0.7
2030-2040	0.6
2040-2050	0.6

Source: U.S. Bureau of the Census, International Data Base.
For more information contact the Information Resources
Branch, International Programs Center, Bureau of the Census.

US Census Bureau

Population Pyramid Summary for the United States





NIGERIA LESSON PLAN

COMPARING THE WISDOM OF PLACES: Nigerian Yoruba Proverbs and Colonial American Proverbs of Benjamin Franklin

by Kathy Sundstedt

INQUIRY QUESTION:

How do Nigerian Yoruba proverbs compare to Colonial American proverbs?

OBJECTIVE:

Students will see similarities between proverbs from Nigeria and Colonial America.

STANDARDS:

Standard 4: The human characteristics of places
Standard 10: The characteristics, distribution, and complexity of
Earth's cultural mosaics.

THEMES:

Location (Nigeria and US)

MULTIPLE INTELLIGENCES:

Verbal Linguistic
Intrapersonal
Interpersonal

MATERIALS:

Proverb set 1 and 2

ACTIVITY:

1. Introduce the idea of proverbs by suggesting that the teacher reads and students orally respond complete such such well known proverbs as, "A penny saved is a penny ..."
2. Ask students what some of the proverbs mean and how they have come to know these sayings.
3. Ask if any have heard of Benjamin Franklin or his Poor Richard's Almanac which is a collection of scientific knowledge and often rhyming porverbs thought of in the middle 1700's.
4. Ask if they think other cultures collect wisdom into wise sayings, too.
5. Point out the geographic location of Nigeria. Explain that it is a society with over 200 ethnic groups. One of the largest ethnic groups is the Yoruba, from which these proverbs come.
6. Hand out the proverbs: Set One. Ask students to match those they are quite certain of first and then the others. Compare answers with partners. **ANSWERS: 1-e, 2-c, 3-b, 4-h, 5-b, 6-j, 7-g, 8-d**
7. Discuss. Ask: What particular proverbs show that there may be cultural and geographic differences between the Yoruba and Americans, as well as similarities. For example, in Set One #5, the use of the word "chief" rather than mayor.
8. Set Two may be used as assessment or futher practice.
ANSWERS: 1-i, 2-h, 3-d, 4-f, 5-b, 6-j, 7-g, 8-e, 9-a, 10-c

ASSESSMENTS:

1. Choose three proverbs and put into modern day words or using modern references. For example, "An eye for and eye perpetuates vengefulness" might become "what goes around comes around."
2. Illustrate a proverb, or cut out suitable magazine pictures.
3. Pretend you are a TV reporter in Nigeria. Write an interview between you and a Nigerian which uses several Yoruba proverbs.

4. Pretend you are running for governor of Oyo, a predominantly Yoruba state. Write a speech which works in several Yoruba proverbs to make your people feel you are one of them.
5. Give a personal example of how you learned one of these turths.

COMPARING THE WISDOM OF PLACES: Nigerian Yoruba Proverbs and Colonial American proverbs of Benjamin Franklin

Background Information:

Wisdom is often collected in short, easy to remember sayings called proverbs. The Yoruba are people who live in southwestern Nigeria, which is in west Africa. Their wisdom is strikingly similar to some of the ideas expressed by the colonial American printer and statesman, Ben Franklin.

Directions:

Match each of following Yoruba proverbs to one with a similar meaning written by Benjamin Franklin. Some of the words used are defined.

Set One

Yoruba Proverb	Proverbs of Benjamin Franklin
1. The river that forgets its source will dry up.	a. Haste makes waste
2. If one is made chief of the hawks, one should be able to catch chickens.	b. If God saith, it must be so.
3. The crowning of the lion is not without the Creator's sanction	c. Do not do that which you would not have known.
4. The mouth must not relate everything the eyes see.	d. Learn of the skillful: He that teaches himself has a fool for a master.
5. To be happy in one's home is better than to be a chief.	e. Think of three things: whence you come, where you are going, and to whom you must account.
6. Extreme haste and slothfulness may lead to the same result.	f. He that's content has enough.
7. The truthful person is considered the difficult person in the community.	g. Love your enemy, for they tell you your faults.
8. Making use of the wisdom of others prevents an elderly person from being considered stupid.	h. He that speaks much is much mistaken.

Vocabulary

- 3. sanction: agreement
- 6. haste: hurry
- 7. slothfulness: laziness

Vocabulary

- b. saith: says
- f. content: satisfied

Directions:

Match each of following Yoruba proverbs to one with a similar meaning written by Benjamin Franklin.

Set Two

Yoruba Proverb	Proverbs of Benjamin Franklin
1. An eye for an eye perpetuates vengeance.	a. A penny saved is a penny earned; save and have.
2. He who cannot swim must not jump into a deep river.	b. He that lies down with dogs shall rise up with fleas.
3. A friend is known for certain when one is in difficulty.	c. Gifts burst rocks.
4. An accused who accepts his guilt will not linger long in a kneeling position.	d. A false friend and a shadow attend only when the sun shines.
5. A person is judged in accordance with the company he keeps.	e. Man's tongue is soft and bone doth lack; yet a stroke therewith may break a man's back.
6. A reputable person walks with dignity in the presence of detractors; he struts with dignity in the presence of slanderers.	f. None but the well-bred man knows how to confess a fault or acknowledge himself in error.
7. Laziness spreads a mat for hunger.	g. Early to bed and early to rise makes a man healthy, wealthy and wise.
8. If one throws pebbles into the center of the market, they are likely to strike one's relatives.	h. He who sows thorns should not go barefoot.
9. A spendthrift forgets that what is plentiful today may be scarce tomorrow.	i. Doing an injury puts you below your enemy; revenging one makes you but even with him; Forgiving it sets you above him.
10. People lick not the hand that is soaked in blood, but the hand that is soaked in oil.	j. Dirt may stick to a mud wall, but not to polished marble.

Vocabulary

- 1. perpetuates: continues
- 4. linger: stay
- 6. reputable: a person with a good reputation
- 9. spendthrift: one who spends too much money

Vocabulary

- e. doth: does
- f. acknowledge: admit
- h. sows: plants

NIGERIA LESSON PLAN

CONFLICT AND COOPERATION IN NIGERIA: A DILEMMA

by Dr. Kay E. Weller - University of Northern Iowa

INQUIRY QUESTION:

How do differing points of view and self-interests play a role in conflict over territory and resources in Nigeria?

OBJECTIVE:

The student will gather data about Nigeria from the learning stations and write a reaction paper based on the information from the graphic organizer and respond to the inquiry question. The student will create a poster explaining what they learned.

GRADE LEVEL: 7-12

STANDARDS:

Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

GOAL:

To understand how cooperation and conflict among people influence the division and control of Nigeria.

MATERIALS:

Article from the New York Times Nov. 11, 1995, "Nigeria Executes Critic of Regime: Nations Protest."
Learning stations scenarios (included below)
Topographic map of Nigeria
Poster materials

PROCEDURES:

Create and post the following learning stations around the room. You can even simply cut these out and post on construction paper. Laminating may be a good idea so that they can be preserved. These should be put up prior to class.

Post a topographic map of Nigeria somewhere in the classroom so that students can see where the Ogoni live and the spills take place. Perhaps you should also use a washable marker and mark the general area.

Have students gather data about Nigeria from the learning stations and write a reaction paper regarding the data gathered.

Students will construct a political cartoon that reflects what they learned from the learning stations.

ASSESSMENT:

Reaction paper and political cartoon.

Learning stations scenarios

- Ogoni person: I live in the Niger Delta region. There are 500,000 people in my ethnic group. Since 1958 there has been a lot of oil drilled on our land. The oil company, Royal Dutch/Shell Group, have not been as careful as they could be. There have been oil spills that taint our croplands and water. These spills destroying our crops and fisheries. The flaring off of natural gas has polluted the air and caused acid rain. There is an enormous amount of revenue generated from the oil drilled on our land but we see little benefits from it. We remain living in mud huts, lack roads, electricity and water supplies are inadequate and our schools have few materials. In addition, in January 1993 27 villages were razed by government police, 2000 Ogonis were killed, and 80,000 others were displaced. We have formed the Movement for the Survival of the Ogoni People (MOSOP) issuing a "Bill of Rights." I believe that I am entitled to a safe environment and more federal support of our people.
- Shell Oil Executive: I run Shell Oil of Nigeria. Yes, we have experienced frequent oil spills. Even though the MOSOP would like us to do a better job they have exaggerated the environmental impact of our operations. International groups believe that we should try and influence the Nigerian government to secure clemency for Ken Saro-Wiwa who was tried for citing the Ogoni activists to kill 4 founding members of MOSOP. I believe that Saro-Wiwa was indeed supporting violence, however, I will be willing to write the Nigerian leader asking that Saro-Wiwa's life be spared on humanitarian grounds alone.
- Ken Saro-Wiwa: I am a leader in the MOSOP movement, a playwright, an author, and TV producer. I have a great influence on some people. I want self-determination for the Ogoni people. Our government has "hearts of stone and the brains of millipedes; because Shell is a multinational company with eh ability to crush whomever it wishes; and because the petroleum resources of the Ogoni serve everyone's greed." I helped organize an antigovernment rally for the Ogonis. Government police razed 27 villages and killed 2000 Ogonis. I was accused of inciting the murders of 4 founding members of MOSOP in May 1994. It is believed that I incited their murders because I did not think these individuals did not take a more active position with Shell and the government. I was found guilty and hanged on November 10, 1995 even though I received the 1995 Goldman Environmental Prize and was a 1995 nominee for the Nobel Peace Prize.

- Governments of the US and Britain: We are recalling our ambassadors due to the human rights violations for hanging Saro-Wiwa and his 8 codefendants.
- World Bank: We have decided NOT to extend a \$100 million loan for a project to develop liquefied natural gas even though it would help reduce pollution caused by the flaring off of natural gas.
- General Abacha: I was head of the military government of Nigeria. I am always afraid of rivals for head of the government, especially within the military. Therefore, it is necessary for me use whatever means necessary to discourage those opposed to my regime. The execution of Ken Saro-Wiwa was essential to squelch efforts of the Ogoni people and those associated with them. That execution should help prevent opposition to Shell Oil and my government.
- Nigerian map showing where the spills took place and where the Ogoni live.

Student Instructions: You are to gather information and data from the learning stations and enter on the graphic organizer provided. Then you will use that information to write a reaction paper.

Information Matrix

Stakeholders	Information or summary	Stakeholder's Position	Affect on stakeholder	Affect on Nigeria
Ogoni person				
Shell Oil Executive				
Ken Saro-Wiwa				
US/Britain Government				
World Bank				

Nigeria map	Location	Why spill/drilling Locations may Affect the Ogoni		

Poster instructions: Create a political cartoon that reflects what you learned on the graphic organizer.

NIGERIA LESSON PLAN

NIGERIA: CASE STUDY OF AFRICA

by Dr. Kay E. Weller - University of Northern Iowa

Contract Project for Grades 6-12

INQUIRY QUESTION:

Where is Nigeria and why does it matter?

OBJECTIVE:

The student will demonstrate knowledge about Nigeria by developing a contract project.

STANDARDS:

1, 2, 5, 7, 9, 10, 12,13, 14, 15, 16, 17

MATERIALS:

Achebe, Chinua, *Things Fall Apart* (ISBN 0-385-47454-7) (should be available in most libraries). Others that you might find useful by the same author are: *Anthills of the Savannah*, *Arrow of God*, *A Man of the People*, *No Longer at Ease*
Computer mapping package

Atlases

Internet web sites

ACTIVITY:

Artists at Work: Students must choose at least one activity from this category.

- Draw a picture illustrating a typical market scene in Nigeria. 15 points possible

- Draw a picture illustrating a typical rural scene. 15 points possible.
- Make a model of a compound. 20 points possible
- Tie dye a garment or piece of cloth and explain the process to the class. 20 points possible
- Draw or paint a picture that illustrates wearing apparel in Nigeria. (You can tell a great deal about a person by their clothing in Nigeria.) 15 points possible
- Design a poster that tells about one of the following: food, landforms, clothing, natural resources, agricultural products, vegetation, shelter. 15 points possible
- Construct a poster of the Nigerian flag and in textual form explain what each color means. 10 points possible
- You are an illustrator of children's books. Create an illustrated alphabet book about Nigeria for pre-K to kindergarten children. Use your imagination. You could use this as a gift for a younger brother or sister. 50 points possible
- Create a dot-to-dot map of Nigeria for a younger child. You must use 40-50 dots. Remember: Straight lines need fewer dots widely spaced and curved lines need more and closely spaced dots.

Creative Cartographers:

- Create a map, complete with legend and compass rose, of Nigeria showing the climates. 15 points possible.
- Create a map, complete with legend and compass rose, of Nigeria showing the major physical features/landforms. 15 points possible.
- Generate a map, complete with legend and compass rose, showing the location of current events in Nigeria (see Researchers at Work below) 15 points possible.
- Generate a map, complete with legend and compass rose, showing the size of Nigeria to the size of the US. (*remember they will have to be to the same scale) 30 points possible
- Generate a map, complete with legend and compass rose, showing the natural resources of Nigeria. 15 points possible.
- Generate a map, complete with legend and compass rose, of Africa. 20 points possible.
- Generate a map, complete with legend and compass rose, of major ethnic groups in Nigeria.
- Generate maps, of the same scale, of Nigeria, a regional map of Iowa, North Dakota, South Dakota, Minnesota, and Nebraska, and one of the United States. Write a paragraph explaining what you find in comparing the three maps. How does the size of Nigeria compare to that of the regional map? How does the size of Nigeria compare to the size of U.S.? 30 points possible.

- Draw a map of Nigeria (by hand) and create a word search/find puzzle based on words related to Nigeria. You must include a minimum of 12 words. Include the puzzle and puzzle key. 10 points possible.
- Research and generate, by computer or hand, a choropleth map of Africa showing the per capita GNP for each country. Explain the similarities and differences you find in relation to Nigeria in a 1 page paper.

Creative Minds:

- Read the book *Things Fall Apart* and make geography field notes. (If you choose this activity the instructor will provide the format for taking field notes.) 50 points possible. Generate a picture illustrating the book for an additional 10 points.
- Write a short skit (5-10 min.) about the life of a child in Nigeria who lives in a rural area. 20 points possible.
- Write a short skit about the life of a child in Nigeria who lives in an urban area. 20 points possible.
- Write and perform a poem or song about Nigeria. 20 points possible.
- Find a recipe for a typical Nigeria food and prepare some for your classmates to share in class. Hand in a copy of the recipe with final project. 15 points possible.
- Write a fictional story about a child/teen of one of the major ethnic groups. Illustrate with a map showing where this character lives. 25 points possible.
- Listen to music of Nigeria or West Africa and listen to American music. List the music listened to and list similarities and differences you hear in the music. Find pictures of Nigerian musical instruments and create a collage. (Copy pictures do NOT cut up valuable books and magazines because it could be expensive to pay for them.) 30 points possible.
- Find pictures of Nigerian art work and describe your impressions of it in a paragraph. In another paragraph discuss what the art work suggests about the culture of Nigeria. 15 points possible.

Researchers at Work:

- Research using the internet (instructor will select sites) and keep a journal of news about Nigeria for two weeks. Plot the location of current events (see Creative Cartographers above) on a map. 25 points possible, not including map.
- Research the status of religion in Nigeria and write an essay explaining what you learned about the topic. Explain how family values relate to religion in Nigeria. 25 points possible.

- Research what the natural rate of increase, the per capita GNP, infant mortality rate, literacy, is and compare these figures to Mexico, the US, Russia, and Greece. Write a 1-2 paper about what you learned. 20 points possible.
- Choose a topic from the following list and write a 3 to 5 page paper about it. The paper must have an thesis, evidence, and conclusion. 1) oil industry; 2) tin industry; 3) role of women; 4) health and disease in Nigeria; 5) education in Nigeria; 6) role of colonialism in Nigeria; 7) political issues in Nigeria; 8) government in Nigeria; 9) role of the family. 30 points possible. Map, complete with legend and compass rose, illustrating the paper add 15 points.
- Research the topic of the Biafran War and it's effect on present day Nigeria. 30 points possible. Illustrate with a map, complete with compass rose and legend for an additional 10 points.
- Using aerial photography, satellite imagery, or other photos analyze and explain the landscape. 20 points possible.
- Explain how the physical environment affects the distribution of people in Nigeria. 20 points possible. Illustrate with a map, complete with compass rose and legend for an additional 15 points.
- Research and compare population trends in Nigeria with those of the U.S. and Mexico. Hypothesize why there are differences and support with evidence in a 3-5 page reaction paper. 30 points possible. Illustrate with a map, complete with legend and compass rose for an additional 15 points.
- Explain how the functions of cities in Nigeria differ from villages. 15 points possible.
- Research 3 of the major ethnic groups in Nigeria and compare and contrast them in a 3 page research paper. 15 points possible. Illustrate with a map for an additional 5 points possible.
- Research the population of Nigeria and the U. S. Generate a population pyramid showing the population of the two countries and write a paragraph explaining what you learned. 15 points possible.
- Generate a map showing the population density of Nigeria, and the population density of Iowa, Minnesota, North Dakota, South Dakota, and Nebraska. Write a paragraph or more explaining what you learned from the maps. 20 points possible.
- Research disease in Nigeria. Generate a list of 5 diseases common to Nigeria and choose to write a 1-2 page essay about one of them. 15 points possible.
- Research and generate a list of products Nigeria exports to the US. 10 points possible. Generate a map, complete with compass rose and legend, showing where those products are found/ produced in Nigeria for an additional 10 points possible.

- Research life in one of the following regions of Nigeria (desert region, rainforest region, plateau region) and write a paper explaining what you learned. 15 points possible. Generate a fiction story for a younger child, complete with illustrations, about someone living in the region you researched for an additional 25 points.

My Nigeria Contract

This unit centers on the study of Nigeria as representative of much of Africa. It is a country of many contrasts. Nigeria is important because by studying one country in depth you will learn much about all of Africa. You will find there many kinds of climates, vegetation, languages, religions, foods, clothing, dwellings, villages, and cities. Nigeria has important resources that are traded with the US. This contract is designed to help you discover some of the unique characteristics of Nigeria, some of its problems and generate solutions to them.

You will design/develop your own project with the consent of a parent or guardian and the instructor. It is your responsibility to choose activities that will give you the needed points to achieve the desired grade. You should note, however, that just because you do the work does not mean that you will receive full points. Quality of work is important in achieving the desired letter grade. You will list below the activities you have chosen and their possible points. You must select at least one activity from each of the four categories. After selecting the activities have your parent or guardian sign the contract and bring it to class on _____. If your contract fulfills all requirements the instructor will sign it and return to you.

A=135-150

B=120-134

C=105-119

D or F not acceptable

I have chosen the following activities for my Nigeria project. It is my understanding that I may not receive all points possible for the work submitted.

Artists at Work:

Points possible Points received

1.

2.

3.

Creative Minds:

Points possible Points received

1.

2.

3.

Creative Cartographers:

Points possible Points received

1.

2.

3.

Researchers at Work:

Points possible Points received

1.

2.

3.

Total points possible _____

Student signature _____

Parent or Guardian signature _____

Instructor signature _____

Instructor comments:

Things Fall Apart field notes

Pick out pithy passages from the book and make field notes. The field notes are to reflect higher order thinking and are NOT to be simply copied phrases. Instead look for passages that connect with the five themes of geography. Your field notes should reflect how geography affects the landscape, the characters, and develops the story line. The five themes of geography are location, place, human environmental interaction, movement, and region.

Use the following format:

Put your name at the top of each page and type notes or a special small notebook and hand write the notes.

09-23-99-01 (this is the first hypothetical entry). Give a short summary of what is happening and its relationship to geography.

09-23-99-02 (this is the second hypothetical entry). Give a short summary of what is happening and its relationship to geography.

09-23-99-03 (this is the third hypothetical entry). Give a short summary of sayings from the story and discuss within the context of the book/life what you learn about the life of people in Nigeria.

09-23-99-04 (this is the fourth hypothetical entry) Give a short summary of values in Nigeria and compare culture in the US (example the importance of fields and production).

Continue with these until the end of the book. You may have many one day and few another.

NIGERIA LESSON PLAN

CULTURAL NIGERIA: THE CALABASH

by Cynthia Oldenkamp

Arts and craft play an important cultural and economic part in Nigeria life. Some form of art or craft is practiced in almost every settlement, and can be identified by ethnic groups. Men and women use local raw materials to make articles of daily use. Craftsman specialize in particular products according to where they live. For a long time Nigerians depended solely on local craftsman to supply the needs off each family or society. Then, as people in different places, developed different skills and specialized in particular products, internal trade began. The students in this activity will use pumpkins/oranges/apples to simulate the craft of calabash gourd carving.

INQUIRY QUESTION

What determines the type of arts and crafts practiced in any location?
How are art and craft affected by cultural and economic parts of Nigerian life?

OBJECTIVES

Students will be aware of what type of arts and crafts are practiced in different regions of Nigeria.

Students will be aware of how arts and crafts are affected by cultural and economic parts of Nigeiran life.

STANDARDS

Standard 10. Understand human systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.

- Explain how cultural features often define regions by explaining the importance of religion in identifying a cultural region and identifying human characteristics that make specific regions distinctive.

THEMES

Location: relative to major ethnic groups

Place: people's perception of a place

Interaction: interplay of culture, place, and artistic expression

Movement: emergence of arts and crafts in regions other than original origination

Region: emergence of uniform arts and crafts as a result of similar ethnic groups

MULTIPLE INTELLIGENCES

Spatial

Bodily-Kinesthetic

Naturalist

INTERDISCIPLINARY LINKAGES

Mathematics: scale and ratio

History: factors that influence artistic expression of ethnic groups

Physical Science: impact of physical geography on the cultural practices and artistic expression

MATERIALS

Pumpkins (oranges or apples can also be used)

Pumpkin carving tools or pottery tools

Assorted Nigeria designs

Plain paper

Straight Pins

Graph paper

Paint and/or Chalk

ACTIVITY

Follow process outlined in the suggested reference books or:

- Have students design or copy Nigerian designs onto either plain white paper or graph paper
- Tape the design onto the pumpkin/orange/apple
- Use strait pins or other sharp pointed object to poke holes in the design. Students should poke holes about every 1/4 inch on all lines
- Use pottery tools or pumpkin carving tools to carve out the patterned design
- Students can paint or chalk design as desired

Background Information #1

Calabashes, or gourds, are the fruits of several varieties of creeper, some of which are grown along with farm crops. There are many sizes and several distinct shapes of calabash, and each is put to special uses. The smaller one is made into water or ink containers, or they are split and become dishes or ladles. Large, spherical calabashes are fitted with handles and are used as primitive rafts by fisherman. More commonly, the larger calabashes are cut in halves for holding grain or other dry materials, or they are sold to the pastoral Nigerian groups as milk containers. These are first finished with white clay, which is rubbed over the already carved and dampened surface of the calabash. Hausa often use calabash as musical instruments.

When a large calabash is to be decorated, the ripe fruit, which may have been stored for some months after harvesting, is either sawn in half and cleaned out with a curved knife or opened at one end and soaked in water. When the calabash has been immersed in water, the inner tissue and the outer skin disintegrate and can be easily removed. If it has not been soaked, the outer skin is sometimes scraped with a short metal tool to produce delicate linear decoration, which shows up as a slight tonal contrast.

Several other methods are common: carving and sawing, burning (pyro-engraving) and scorching with heated metal tools, coloring with karan dafi dye, and whitening with clay. Though decorated calabashes are used mainly for practical purposes, Hausa women for decorating their homes collect some. The use of calabashes in this way has now been almost completely superseded by displays of brightly colored enamelware. It is interesting to note that the men do most calabash decoration among the Hausa.

Background Information #2

Gourd carving is not common to all African cultures. Sculpture and its related forms have dominated studies in African art. Gourd carving is one of those arts usually not taken as a fine art. Not much of the history of such arts has been of interest until recently. However, the numbers of gourd carvers and the influences that affect their practice have been on the increase.

Gourd carving is an exclusive preserve of men of the Nigerian Yoruba tribe. It is practiced in Ogbomoso, Iwo, Ede, Osogbo, Ibadan, Ilorin, Oyo, and only recently Lagos. There are between one and three centers for its practice in each of these towns but Oyo is the major center. The origin of this intriguing art is Oko-Irese, which location

has been suggest to be around the Igbomina area in the guinea savanna zone of Yorubaland. The exact date of its origin is not know. It is known that the origin of this art predates the fourteenth century.

Motifs in Yoruba gourd carving are eight types: zoomorphic, anthropomorphic, anthropo-morphic, geometric, floral, skeumorphic, man-made objects and texts. Lion, elephant, leopard, viper, ostrich, peacock, fish, goat, crab, scorpion, and ram head are the zoomorphic motifs most often seen. In the late 1980s, the elephant motif had become unpopular. The anthropomorphic motifs are only two: the human hands and the human figure. The human hands are invariably used to illustrate handshake and exchange of marriage rings. The human figures are used in the representation of the twins and the virgin, two signs of the zodiac. The anthrop-zoomorphic motifs are also only two. They are half human-half horse and half human-half fish figures, which are also zodiac symbols.

The geometric motifs are more varied. They are the interface of semi-circles which are done in =various combinations. The floral motifs are said to be head of akoko and an unidentified flowery plant. The Edo ivory ask, the symbol of the international Festival of Arts and Culture and the Nigerian coat-of-arms are the only two motifs under the skeumorphic category. The man-made objects are extensive. The texts are a few Nigerian tribal words.

Engraving, carving, and painting are the three techniques used by Yoruba gourd carvers. In engraving, the glossy outer surface is scrapped and the design engraved on the surface underneath. After the engraving, the surface is painted with efun, a local white chalk, while the engravings are darkened with soft pencil for effective contrast.

Carving is employed in two ways. In the first way, the cuticle is simply scrapped to a shallow depth leaving either the pattern or the background standing as relief. They are sometimes colored with green, red, brown, blue or black enamel paint. In the second way, the motifs are carved with negative spaces around them. Engraving is usually done when text or geometric motifs are used and it is combined with carving. Color is usually not done is these calabashes. Engraving appears to be the oldest of the methods.

Painting and the use of pencil are recent introductions. Motifs are usually depicted in two-dimensional representation. Linear or atmospheric perspective as well as shadows is not represented. In addition, proportion is often distorted and appears to be conditioned by the shape of the gourd itself.

The Yoruba carvers have always seen their efforts as an artistic process. This is the reason for their concern on design arrangement and their painstaking attention to detail. Each carver is confronted at different times with a peculiar shaped gourd, which demands creatively in design. Though the gourd carves have not forsaken their heritages, the various influences on the art motifs is evident. The Yoruba gourd carving motifs are influenced by environmental, historical, social and economic experiences of the culture.



RESOURCES

Related texts on Nigeria culture

Maps of Nigeria

Amazon.com search for calabash results in these references, as well as others

When Art Shares Natures Gift African Calabash by Esther Dagan

The Essential Gourd Art and History in Northeastern Nigeria by Maria Berns and Barbara Hudson

The Complete Book of Gourd Craft by Ginger Summit and Jim Widess

African Art/Definition, Forms, and Styles by R.O. Rom Kalilu

NIGERIA LESSON PLAN

DESERTIFICATION, FULANI HERDERS, AND ECOSYSTEMS IN NIGERIA

by Dr. Kay Weiler, University of Northern Iowa

INQUIRY QUESTION:

What are the characteristics and spatial distributions of ecosystems in Nigeria?

OBJECTIVES:

The student will compare and contrast maps of Africa showing climates, vegetation, and precipitation and analyze them as they relate to Nigeria in a 1 page essay.

The student will search the Internet (or library) for information regarding desertification locating the region of Africa where desertification is an environmental issue on a blank map.

The student will define desertification in one paragraph, and explain what two human processes cause it. (overgrazing and overplowing/mismanagement)

The student will research the internet or library about Fulani herders in Nigeria and how they help prevent desertification through migration from Northern Nigeria to Southern Nigeria and back.

The student will will write a fiction story about a young Fulani herder (age10-13) and his adventures as he grazes his herd.

GRADE LEVEL: 7-12

STANDARDS:

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

GOAL:

To learn about the characteristics and spatial distributions of desertification in Africa and specifically Nigeria.

MATERIALS:

Atlases showing vegetation, precipitation, and climates of Africa, blank maps of Africa

Searching Netscape there are over 2000 web pages when searching desertification Nigeria. You may choose some you particularly like or try the following:

<http://www.clas.ufl.edu/users/bmcdade/GroupDar/Desertindex.htm>

ACTIVITY:

2-4 days needed for completion

PROCEDURES:

1. Pass out maps (atlases) of Africa showing climates, vegetation, and precipitation.
2. Have students write a one-page essay analyzing the relationship between the phenomena on the three maps.
3. Students should search the internet or in the library for information about desertification. They should then identify where in Africa it is an environmental issue and generate a map locating the area now under threat from desertification (Sahel).
4. Student should define the word, and explain in a one-page essay what two human processes can cause it. (Overgrazing and overplowing/mismanagement)
5. Have students research and learn about Fulani herders and how they migrate from Northern Nigeria to Southern Nigeria and back so that they do not overgraze the region.

6. Students should then write a fiction story featuring a young Fulani herder aged 10-13 and his adventures while herding cattle.

Story should include the following:

- a. Title
- b. Male herder
- c. Information about the physical and human characteristics of Nigeria as he proceeded on his herding migration.
- d. Explain how seasonal movement of livestock (transhumance) can help prevent desertification in Nigeria.
- e. Illustrations and maps showing where the herder migrated.

ASSESSMENT:

Essays, map, and fiction story.

NIGERIA LESSON PLAN

ECONOMIC DEVELOPMENT

by Natasha Cooper

INQUIRY QUESTIONS:

How can economic development be achieved using transportation, agriculture, and tin mining?

OBJECTIVES:

The student will:

1. Develop an economic development plan for Nigeria.
2. Write a 1-3 paragraph reaction paper about Nigerian transportation.
3. Write a 1-3 paragraph essay about agriculture in Nigeria.
4. Write a 1-3 paragraph essay about the tin mining in Nigeria comparing it to the transportation networks and agriculture of the region.

STANDARDS:

- Standard 11: The patterns and networks of economic interdependence on Earth's surface
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

THEMES:

Movement
Place
Human Environment Interaction

MULTIPLE INTELLIGENCES:

Logical Mathematical
Intrapersonal
Interpersonal
Visual Spatial

MATERIALS:

maps of Nigeria

ACTIVITY:

1. Provide maps of Nigeria to students so they can determine the location of roads, railroads, and airports in Nigeria.
2. Have students locate the tin mining region of Nigeria. Compare and contrast with available transportation in a written 1 page reaction paper.
3. Have students locate the regions where various agricultural products are grown on a map of Nigeria and explain in a 1 page essay.
4. Divide students into groups of 3 or 4 and have them use the information they learned about transportation and agriculture to develop an economic development plan for Nigeria that includes the transportation, tin mining, and agriculture of Nigeria. This development plan should include the following
 - a) 1 new transportation route including the mode of transportation
 - b) a map showing the present routes and the proposed route
 - c) a poster that illustrates the plan and than can be displayed in the school.

ASSESSMENT:

50% developement plan
30% three written papers
20% poster

NIGERIA LESSON PLAN

GETTING TO KNOW YOU AND OTHERS

by Anne Hoeper, Natasha Cooper, Kathy Sundstedt

INQUIRY QUESTION:

How is the life of a teen in Nigeria similar to the life of a teen in the United States?

OBJECTIVE:

To be aware of similarities and differences in the lives of teens living in the United States and Nigeria.

STANDARDS:

- Standard 6: How culture and experience influence people's perceptions of places and regions.
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

THEME:

Location: United States and Nigeria

MULTIPLE INTELLIGENCES:

Verbal/Linguistic
Interpersonal
Intrapersonal

MATERIALS:

Interview questions
Nigerian interviews
Venn diagram

ACTIVITY: Approximately 1 class period

1. Pass out a copy of the interview questions to the students. They should complete each question. This is best done before teaching the lesson and would be a good homework assignment.
2. Pass out the daily schedule table and have the students fill it in before beginning the lesson.
3. Discuss the results of their survey and daily schedule.

Is everyone in the class the same?
Why are there differences?

4. Pass out a Nigerian interview to each student. Have them read through the interview individually or with a partner.
5. Students will complete a Venn diagram comparing and contrasting their life with the interview that they read.
6. Students can share the results in small groups or with the whole class.
7. What similarities and differences did they see?
8. What can be learned about other cultures by exploring their daily life?

ASSESSMENT:

Write a paper comparing given aspects of Nigerian life with similar ones in the United States.

MY DAILY SCHEDULE

6:00 AM	
6:30 AM	
7:00 AM	
7:30 AM	
8:00 AM	
8:30 AM	
9:00 AM	
9:30 AM	
10:00 AM	
10:30 AM	
11:00 AM	
11:30 AM	
12:00 PM	
12:30 PM	
1:00 PM	
1:30 PM	
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5:00 PM	
5:30 PM	
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6:30 PM	
7:00 PM	
7:30 PM	
8:00 PM	
8:30 PM	
9:00 PM	
9:30 PM	
10:00 PM	



Bate Egbe

My name is Bate Egbe and I am eleven years old. I live in Jos, Nigeria with my 2-year-old brother, three sisters ages 5, 7, 16, and my parents. My father is a medical doctor and my mother is a housewife. In my house the language spoken is English.

The job I have at home is to take care of my sisters.

When I get in trouble, my parents may beat (spank) me.

My favorite thing to do with my family is to watch TV. My favorite movie is "George of the Jungle."

The thing that I worry about the most is when my sister abuses me.

The thing I value the most would be reading.

If I had 200 naira (\$2.00) to spend, I would keep it in case my mother or somebody else would need it.

I go to school from 7:45-2:00 Monday through Friday. I am taken to school in a car. Our summer holiday is during the months of August and September.

I have two teachers. I study math, English, science, health education, verbal (English), quantitative, social studies, Christian religion studies, and art. My favorite subject is math and English is my least favorite subject. I have homework every Monday, Wednesday, and Friday.

I think that the United States is a nice country.

My goal in life is to be an engineer.

MY DAILY SCHEDULE .

6:00 - Get up, my sister boils water and helps me get ready for school.

7:45 - Go to school.

10:30 - Lunch.

2:00 - School is dismissed

3:00 - Eat dinner with my family, take a siesta (nap), read, play.

9:00 - Bedtime.



Oyeronke Odewumi

My name is Oyeronke Odewumi and I am thirteen years old. My name is a Yoruba name, which means "child that will be looked after." I live in Jos, Nigeria with my 18-year-old brother, three sisters ages 26, 20, 16, and my parents. My father and mother are lecturers at Jos University. In my house the main language spoken is Yoruba. I can also speak English and Hausa. My jobs at home are washing plates, cleaning all the rooms, washing my clothes, and cooking dinner.

When I get in trouble, my parents will shout at me.

My favorite thing to do with my family is to pray. My favorite kind of music is fast music. My favorite TV show is Oprah Winfrey.

I think my family's lives would be better if my family owned a car.

The thing I value the most is God. He is the owner of my life.

If I had 200 naira (\$2.00), I would save it.

I think growing up is easier for me than it was for my parents because they were not allowed to go and visit with their friends.

I go to school which from 8:00 to 2:30 P.M., Monday through Thursday. On Friday we get done at 1:30 because it is a Moslem state and there is prayer time on Friday afternoons. We have holidays during June, August, and December.

I get to school by following a neighbor. If I walk to the junction late, I take a taxi. I study math, English, integrated science, introduction to technology, social studies, home economics, Nigerian language, visual arts, French, physical education, technical drawing, and agricultural

science. My favorite subject is visual arts and my least favorite subject is French. I have twelve different teachers. There is one class teacher who makes sure the classroom is clean. If it is not clean, fines are paid. This teacher chooses a monitor for the classroom to assist her or him. I have math homework every day. I have English and science homework, but not every day. Sometimes I have homework in my other subjects.

A student gets different punishments depending on what he or she did. If a student steals something, he or she may have to write, "I'm a thief" and take it to assembly. If students are fighting, they may be suspended for 2 weeks. Other punishments may be flogging or cutting grass. If a student has a sharp object or fights, they may be expelled.

I think that we don't have as much fun as the people in the United States. We have more stress than they do. I think that it would be lots of fun to live in the United States. In the United States I think that the people don't really have any stress.

My goal in life is to be an accountant or economist.

MY DAILY SCHEDULE

6:00AM - Get up, heat water, pray, bathe, pack books, and eat breakfast.

7:30 - Go to school.

2:30 - Get out of school, go home, rest, eat, read a book.

Between 9:00 and 10:00PM - Go to bed.



Nkeiru Aduba

My name is Nkeiru Aduba and I am fourteen years old. My name is an Igbo name, which means, "the future is better or bright." I live in Jos, Nigeria with my 16-year-old brother, 7-year-old brother, and my parents. My father is a lecturer at Jos University. My mother also works at the University. In my house the main language spoken is English.

The jobs I have at home are washing plates, cleaning the house, and cooking when my mother travels. My 16-year-old brother washes my mother's car and prays when electrical things don't work. My 7-year-old brother does not have any jobs to do. I don't have any pets because my father doesn't like them, but some day I would like to have a dog or a parrot.

When I get in trouble, my parents shout at me and sometimes they will beat (spank) me.

My favorite thing to do with my family is to watch TV. My favorite television show is "Once a Thief." My favorite music is Hip-hop.

My family is a middle class family. We have most of the things that we want, but we would like to own a private house.

The thing that I worry about the most is when my father is quarreling with my mother. I do worry about cults at the university. I also worry about the death of my close relations and friends especially when they travel.

The thing I value the most is love. It is important to relate to each other without being scared of talking to others.

If I had 200 naira (\$2.00), I couldn't really buy anything except small pieces of china so I would probably save it.

I think my parents had it better when they were growing up in Nigeria because the country was prosperous then.

I go to secondary one school, which begins at 7:00 and ends at 5:30 P.M. from Monday through Friday. This school is for girls only and uniforms are required. Our summer holiday begins the first week of August and lasts until the end of September. I prefer all girl school because boys may do something nasty.

My mother gives me a ride to school. I can't track it because it is too far. By car it takes about 15 minutes to reach the school. I study math, English, biology, Christian religious knowledge, history, agricultural-science, home management (consumer education, feeding a family, house, budget), computer, and economics. My favorite subjects are English because I find it easy and home management because of the competition for first prize. Math is my least favorite subject. I have ten different teachers. I have English homework every night and math homework about three times a week.

If a student gets in bad trouble at school, he or she may be punished by being told to kneel down for a certain length of time. Another punishment may be to do weeding, hoeing or sweeping.

I would like people in the United States to know that Nigeria is not so "bush"(rural) as some may think. It is a cool place to live.

I think that the United States is a cool country. In the United States there are many people and you can have many friends. There are also more job opportunities in the United States than there are in Nigeria.

My goals in life are to be successful, read hard, and become a lawyer.

MY DAILY SCHEDULE

5:30 - Get up, bath, and breakfast.

6:45 - Go to school.

7:00 - School begins with assembly (prayers). Friday the entire staff talks about the bad things that have happened during the week and the students that received suspensions.

2:00-2:30 - Lunch

5:30 - School ends. I take a taxi home, wash my uniform, eat, do homework, watch TV, pray, and study.

8:00 - Eat dinner. This is a time when we don't talk because the table is for eating.

9:00 - Go to bed.



Sisan McNeil

My name is Sisan McNeil and I am nine years old. I live in Jos, Nigeria with my 20-year-old sister, 7-year-old brother, and my parents. My father is a doctor who helps babies be born. My mother is an anatomy teacher at the University of Jos. In my house the main language spoken is English but I can also speak Hausa.

The jobs I have at home are washing plates, sweeping and mopping the floors, and some times I wash clothes.

When I get in trouble, my nanny will talk to me to calm me down. If my parents are home, they may beat (spank) me.

My favorite thing to do with my family is to travel to Yankari. At Yankari, one can swim in the Hot Springs water or take a ride to see wildlife such as birds, monkeys, baboons, and elephants.

I think my family's lives would be better if my family owned more clothes.

The thing that I worry about the most is when my mommy and daddy are fighting or quarreling.

The thing I value the most would be my friends.

If I had 200 naira (\$2.00) to spend, I would buy provisions for school such as a ruler and an eraser.

I go to primary school that begins at 8:00 and ends at 1:00 P.M. I must be there before 8:00 assembly (prayer). If one is late for assembly, you will be flogged during or after assembly. It is important not to look back during assembly or else you will be punished. There is a special lesson time from 1:00-2:00 where you can get extra help from your teachers.

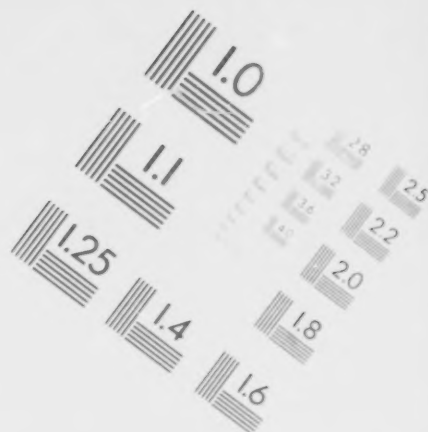
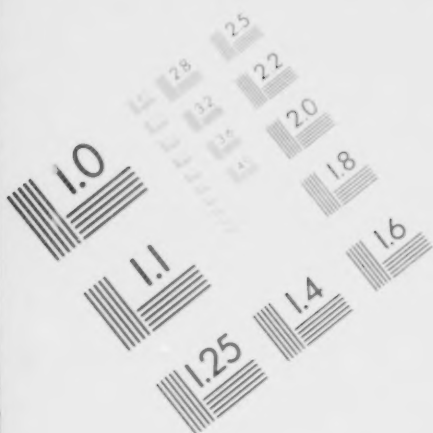


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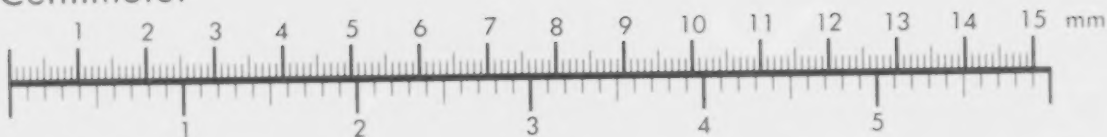
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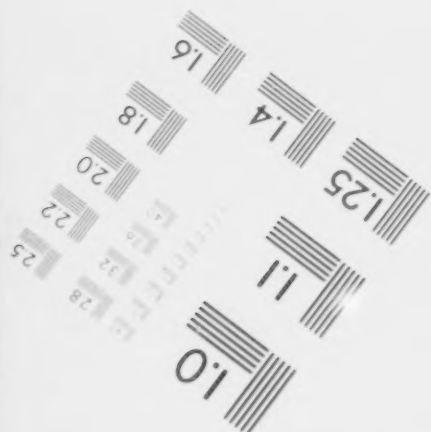
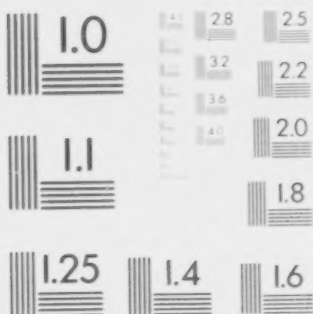
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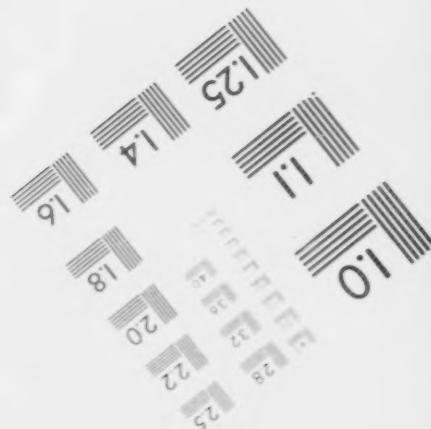
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Our summer holiday begins at the end of July and school resumes at the end of September. Every student is required to wear a uniform to school.

Most of the time I get to school by trekking (walking) with my friends since I live close by. I have one teacher for all of my classes. I study religious knowledge, moral instruction, English, writing, math, social studies, health education, primary science, agricultural science, arts, and sports. My favorite subject is English because I can read. Math is my least favorite subject. I have homework about three times a week.

If a student gets in bad trouble at school, the student will be flogged (beaten). If it's not too bad, you will be told not to do it again or you will be reported to the headmaster (principal). The headmaster may tell you to kneel down on rocks or hot sand until the school day ends. A student may be punished with a slap in the face or a stick over their hands.

If I could change one thing about my lifestyle, I would change the schools because the teachers abuse the students too much. Students also abuse each other.

I would like people in the United States to know that other countries are just as good as their country. America is not the only good place in the world.

I think that the United States is a big country that has snow. I don't think that there is any beating of the students in the schools.

My goal in life is to serve God.

MY DAILY SCHEDULE

6:30 - I get up, take a bath, eat, and get money so that I can buy something to eat during break time.

7:30 - I leave for school.

8:00 - School begins.

10:00 - 11:00 - Break time.

1:00 - School is dismissed.

1:00 - 6:00 - Remove uniform, wash hands, eat, visit with friends, and play. My friends and I like to play drama.

6:00 - Eat dinner, play with toys (I have a lot of toys).

10:00 - Bedtime.

Afolake Farotimi (No Picture)

My name is Afolake Farotimi. I am 15 and a half years old. My father and mother are both in their 40's. My father is a Human Resources manager for a manufacturing company in Ibadan, Nigeria. He is in charge of hiring people. My mother is a librarian. I am the oldest child. Afolake means "using wealth to pamper" in the Yoruba language. If I misbehave, I am reminded of the fact that I am the first born, and should act appropriately. My younger sister's name is Afolasade. It means "for a crown". She is 14. My younger brother, is 10. His name, Afolarin, means "walking with wealth."

I attend a Catholic school that is only for girls in grades 7-12. I am in tenth grade. My dad's driver brings me to school. The drive takes about 15 minutes. Our classes begin with a 7:30 assembly and end at 1:30. At that time, we attend extra coaching centers to help us with our difficult subjects. I speak English at home and in school, but I speak Yoruba in the market.

Making excellent grades is very important to me. I want to be able to live up to my parent's expectations. I often wake in the night to study, and rise by 5:30 to prepare for school. I would like to be a doctor. My household chores include cooking, washing my brother's clothes and straightening up around the house.

On Wednesday afternoons I attend a colloquium, where with other elected class captains, we try to solve school-related problems. For example, students take turns cleaning classrooms. We might discuss what to do if students fail to do their duties or are not attending classes. We try to deal with teachers on behalf of the students.

Our school has three terms. We begin in late September and go through December. We resume classes in late January and continue until April. We have a short break and then begin classes in May and finish in late July. Our family travels together after the last term is over.

I would describe my family as being part of the middle class in Nigeria. I would like people in the United States to know that my country is beautiful and has many natural resources, but they are poorly managed. I am optimistic about our new government's ability to solve our problems.

I know the U.S. is a high-tech country with lots of computers and warheads. It is a good place, but the crime rate and drug use is high. If

I lived in the U.S. my parents would probably be less strict and I would have more freedom.

I enjoy listening to hip-hop music and like Will Smith, Busta Rhymes, and Kirk Franklin. I like being with my friends, dancing, and going to birthday parties; as well as watching TV, videos, cable TV, and listening to tapes. I like to play a board game call Ludo, which uses dice. As a family, we pray together in the morning and in the evening. We go to the recreation club, where we sit and relax. We eat, talk, swim and play games like table tennis and squash.

Edna Ode

My name is Edna Ode and I am 18 years old. I live in Jos, Nigeria with Dr. Christie, who works at Jos Teaching Hospital. Before coming here to school, I lived with Dr. Christie's mother, who is blind. Here in Jos, I attend school and care for her three children. I also shop, prepare meals and do laundry for them. I would describe our life as that of a typical middle class family.

My family lives in southern Nigeria, in Delta State, about twelve hours away from here. Because of the distance, I may see my family only once a year, but that is a very happy occasion for me. When I meet an older person, including aunts and uncles as well as my father and mother, I am expected to kneel down to greet them. This shows my respect for my elders.

My mother owns a shop where she buys and sells clothes. She is the fifth wife of my father, who has six wives. My father, who is about 80 years old, is a retired surgeon. It was through his connections that I became acquainted with Dr. Christie. I am the oldest child of this family. I have a sixteen-year old sister, Irecine, a fourteen-year-old brother, God's Power and a fourteen year old sister, Ester.

I speak English, which we use in secondary schools in Nigeria, and also Urobo, and Shesire. Though I am not a proficient speaker, I understand people when they speak in Yoruba and Hausa.

My favorite activities are singing and cooking. On Friday nights I stay up late watching TV. On Saturdays, after I complete household chores, I spend time listening to the radio. I like to listen to the Spice Girls, Boyz II Men, and Ibo recording artist, Yen Yneka. I have friends over and we walk with Dr. Christie's children, who include an eight-year old and twin four-year olds. On Sundays I attend Protestant church services and spend time studying after I complete household chores.

School is very important to me. I believe that if you study more, you would learn more. Otherwise, you'd always be ignorant. When I graduate, I would like to study to be a banker or accountant.

The 14 subjects I take include: math, English, geography, physics, Christian religion knowledge, accounting, agriculture, biology, chemistry, literature, government, history, oral English and health science. Not all of these classes meet each day. Our classes are 45 minutes long. I think that a good teacher is one who is funny and gives good examples to help us understand, usually through telling stories.

I think the way I live is better than when my parents were my age. I have more modern conveniences like TV, VCR, lights, radio and a bike to ride to school. If I had more money I would probably spend it on shoes and clothes or a wristwatch. But I think that one shouldn't be too proud of what one has, because one day you may lose it. I think it is best to share with others what you have.



Sarah Mallum

My name is Sarah Mallum and I am 12 years old. I am in seventh grade. My father, age 42, is a professor at the University of Jos. My mother, who is 33, works for Plateau State Primary Education Board. She helps to prepare books and papers to present to the governor of our state. I am the youngest in my family. My oldest brother is Obed. He is studying chemical engineering in Moscow, Russia. My older sisters are Comfort, age 16 and Beauty, age 14.

Our family spends a lot of time together. We eat breakfast together before we leave for school and work. I take the bus to school and arrive for the 7:40 Assembly, where we begin the day by singing hymns and hearing announcements. The subjects I take include English, Math, social studies, science, French, agriculture, writing, literature, physical education and introductory technology. Although I like school, I look forward to the break between 10:40 -11:00 where we buy snacks including meat pies, minerals (soda pop) and cakes. From 12:20-1:00 we break again and begin extra lessons from 1-3:15. These are review or coaching lessons in subjects which we have difficulty.

I would like to be a doctor when I grow up. I would like to improve health care in this country.

When I return home from school, I eat lunch and do some household chores like sweeping and washing dishes. We eat dinner together at 8 PM and our whole family reads between 8-10 PM. Then we watch the

10:00 news or go to bed. What is a weekend like? For me, Friday night includes Seventh Day Adventist church services from 6-7:30. We go home and talk about the church service. Then we watch a video or TV or cable. We go to church from 8-noon on Saturday, and then to the University's Staff Club or the Plateau Club, where we eat, swim, play basketball or soccer. We are usually home by 8 PM. We pray and then watch TV. On Sunday, I might attend my neighbor's church in the morning. I attend Children's Bible Club, which meets from 3:30-6:30 on Sundays. We end the weekend with prayer and TV.

Though I think we are better off now than before because we have cars, better farm tools and home appliances, there are some things which disturb me about my country. There is too much robbery and killing in Nigeria. It can be dangerous to go out on the road at night, even in the area where I live (University housing). If I had more money, I would buy new school shoes or school supplies, like notebooks or a school bag.



Beauty Mallum

My name is Beauty Mallum and I am 14 years old. I live in Jos, Nigeria with Ladi, my 12-year-old sister; Comfort, my 16-year-old sister; and my parents. My brother, Udy, is nineteen and studying at the University of Moscow. My father, Wykubu, is a professor in the guidance and counseling department at the University of Jos. My mother, Sarauniya, is a secretary. In my house, the main language spoken is English, but I can also speak Hausa.

The jobs I have at home are arranging the house, washing dishes, sweeping, fetching water, washing clothes, and cooking. I also go to the market to buy things needed for the family.

When I leave home without permission, I get in trouble. I go out a lot on the weekends without permission. When I return home, my parents lash me all over.

My favorite thing to do with my family is to joke around with my father and spend time with him.

My life would be better if I devoted it more to Christ.

I worry the most about getting pregnant.

If I had 200 naira (\$2.00), I would buy a T-shirt.

I go to senior secondary school at Salama High School. This is a private school that begins at 7:30 A.M. and ends at 4:00 P.M. Our summer holiday begins in August and school resumes at the end of September. We do have holidays between each term. Every student is required to wear a school uniform to school.

Since I live 8 kilometers away, my father drives me to school. I study math, English, French, economics, physical education, government, history, literature, agriculture, and biology. I am on the science track. My favorite class is government and my least favorite class is math. I have a different teacher for each subject.

If a student gets in bad trouble in school, he or she will be lashed. Students are punished for being noisy or late to school. Students are suspended or expelled when they bring a knife to school.

I would like people in the United States to know that Nigerians are good people. I think people in the United States are not very friendly and are always interested in parties and sex.

My goal is to study political science at the University.

MY DAILY SCHEDULE

5:30 A.M. - Wake up, shower, get dressed, and pray. Eat breakfast (Cornflakes and tea) and then brush my teeth.

7:30 A.M. - 4:00 P.M. School

4:00 P.M. - Arrive home from school and eat lunch (rice or pounded yam).

4:30 - 6:30 P.M. - Take a nap

6:30 P.M. - Eat supper

7:00 - 9:00 P.M. - Do homework and watch TV

9:30 P.M. - Go to bed



Elizabeth Obeka

My name is Elizabeth Obeka and I am 14 years old. My African name is Oyenefu, which means "wife of a white man." My ethnic group is Ibo. I live in Jos, Nigeria with my parents and sisters Rose (age 11) and Joy (age 9). My three older sisters Mary (age 17), Franka (age 19), and Linda (age 21) are studying at the University as well as my brother, Andrew (age 23). My Father, Peter, is 51 years old and a surgeon at the hospital. My mother, Irene, is 40 years old and a lecturer at the University of Jos. In my house the only language spoken is English.

The jobs I have at home are sweeping, washing dishes, mopping, and dusting. I usually do these every Saturday.

When I get in trouble, I will get yelled at, lashed, or grounded. My favorite thing to do with my family is talking over dinner or watching TV

I am satisfied with my life, but do wish I had more freedom. I worry about how I look, what I wear, and boys. I also worry about what would happen to me if something would happen to my parents.

I value my friends and family. I also value a necklace given to me by my grandfather.

If I had 200 naira, I would buy snacks such as meat pies and donuts.

I go to the Demonstration Secondary School that is a part of the University of Jos. School begins at 7:30 A.M. and ends at 2:30 P.M. Classes are 45 minutes long. The classes are math, English, science, French, social studies, intertec (carpentry), physical education, home management, Nigerian language, and Christ religious knowledge. My

favorite class is French and my least favorite class is Nigerian Language. Our summer holiday begins at the end of July and school resumes at the end of September. This may vary if the teachers strike. Every student is required to wear a school uniform. I spend an hour and a half on homework about twice a week.

If a student speaks out in class or makes noise, they are lashed on the back. Students get suspended or expelled if they fight with students or teachers.

If I could change one thing about my lifestyle, it would be an increase in freedom.

I would like people in the United States to know that Nigeria is a beautiful place with mountains, rivers, and animals. It is a good place to visit during holidays. Some places to go are Yankari National Park and Shere Hills.

I think the United States is beautiful, clean, and it is very big. I think teens have more freedom in the United States in comparison to Nigeria.

My goal is to become a doctor like my father.

MY DAILY SCHEDULE

6:00 AM - Take a bucket bath, brush teeth, and get dressed. I then eat breakfast that often consists of bread and tea and/or oatmeal.

7:30 A.M. - 2:30 P.M. School

3:00 P.M. - Arrive home and eat lunch, which is usually rice.

4:00 - 6:00 P.M. - Take a nap

7:00-8:00 P.M. - Do homework, watch TV, or visit with friends

8:30 P.M. - Eat supper (Spaghetti and Potatoes)

10:00 P.M. - Go to bed



Idowu Osunkunle

My name is Idowu Osunkunle and I am 15 1/2 years old. My Christian name is Deborah and my ethnic background is Yoruba. I live in Ibadan, Nigeria. I have five older sisters and one older brother. Yetunde is 27 years old, Folake is 26 years old, Tolu is 24 years old, Biodun (brother) is 22 years old. Taiwo and Kehinde are twins and are 20 years old. I live with my parents. My mother, Christianah, is a principal at Jericho High School. My father, Moses, is an estate surveyor. In my house the main languages spoken are English and Yoruba.

The jobs I have at home are washing dishes and sweeping the floor. I do these chores every day.

Sometimes I get in trouble for going out without permission or not doing something that I was told to do. When I get in trouble, I may be grounded or deprived of money.

My favorite thing to do with my family is to talk.

My family would be better off if we could leave Nigeria. I worry about exams, my family, and myself.

My most valued possession is my photo album because it has pictures of my friends and family.

There is nothing I would want to buy for 200 naira, but if I had 500 naira (\$5.00), I would buy a pair of shoes.

I go to Senior Secondary School at St. Louis Grammar School that is a girl's school. The school hours are from 7:30 A.M. until 1:30 P.M. Our

summer holiday begins in July and school resumes in September. Every student is required to wear a uniform to school.

I live 12 kilometers from school so my parents have to drive me to school or I take a taxi. I study math, English, physics, technical drawing, biology, chemistry, economics, Yoruba language, foods and nutrition, and geography. I am on the science track, which means I take all the science classes that are available. My favorite class is physics and my least favorite class is biology. I have a different teacher for each class. Every night I spend about an hour doing my homework.

If a student gets in trouble at school, she is lashed or suspended. A student may also be punished by being told to write sentences or being made to kneel for a few minutes.

If I could change one thing about my life, it would be to go to a better school.

I would like people in the United States to know that Nigeria has been brought down by corruption. I also want people in the U.S. to know that being black does not make me different. Nigeria is an interesting place to visit.

I think people live more comfortably in the United States. The U.S. is more technologically advanced and there are more opportunities. Almost all Nigerians want to go to the United States.

My goal is to become an accomplished engineer and own a firm. I want to travel and see things around the world.

MY DAILY SCHEDULE

6:30 A.M. - Wake up, shower, get dressed, and eat breakfast

7:15 A.M. - Leave for School

7:30 A.M. - 1:30 P.M. - School

2:00 P.M. - Get home, rest, and eat lunch

3:00 - 6:30 P.M. - Take extra school lessons all year round to help prepare for exams

6:30 P.M. - Do homework

7:00 - 8:00 P.M. - Eat supper (rice and stew are common)

8:00 - 10:00 P.M. - Finish homework, talk on the phone, or use the computer

10:00 P.M. - Go to bed

Stella Onyejiaka

My name is Stella Onyejiaka and I am 14 years old. I live in Jos, Nigeria with my 18-year-old sister, Ifeoma; 16-year-old brother, Joseph; 12-year-old brother, Harry; eight-year-old sister, Victoria; five-year-old brother, Lawrence; and my parents. My mother, Elizabeth, is a businesswoman and my father, Sunday, is a welder. My ethnic group is Ibo. In my house the main language spoken is English, but I can also speak Ibo.

The jobs I have around the house are mopping, washing, and sewing. I sew clothes for my younger siblings. I perform my chores about twice a week.

When I get in trouble at home it is usually because I go out and do not tell my parents. I get lashed on the hands when this happens.

Going to the swimming pool is my favorite thing to do with my family.

I think my family would be better off if we could leave Nigeria.

The thing I worry about most is my Grandmother because she is sick.

The thing I value the most are my shoes.

If I had 200 naira (\$2.00), I would buy clothes.

I go to Senior Secondary School at the Demonstration school owned by the University of Jos. School begins at 7:30 A.M. and ends at 2:30 P.M. Our summer holiday begins at the end of July and school resumes at the end of September, if the teachers do not strike. Every student is required to wear a uniform to school.

I live one kilometer from school and my dad drives me to school in his car. I study math, English, integrated science, social studies, agriculture, intertec (carpentry), home economics, fine arts, French, Nigerian language, and physical education. My favorite class is English and my least favorite class is French. I have a different teacher for each class. I have homework about twice a week and I spend about two hours to complete it.

If a student gets in trouble at school, they may have to clean the toilets. They may be lashed on their back or embarrassed in front of the class by kneeling. Students are punished for coming to school late or disrupting class. Students are suspended or expelled when they get into fights.

I would like people in the United States to know the Nigerian traditions and that religion plays a significant role in the lives of Nigerians.

I think the United States is much better off than Nigeria. The U.S. is not dirty like Nigeria and it has nicer buildings. In America, it is not as crowded as in Nigeria.

When I grow up, I want to become a medical doctor.

MY DAILY SCHEDULE

6:00 A.M. - I wake up and pray, shower, get dressed, and brush my teeth. Then I drink tea and eat bread for breakfast

7:30 A.M. - 2:30 P.M. School

3:00 P.M. - Put away my school uniform and eat lunch (usually spaghetti or rice). Next, I work on homework if I have it.

4:00-6:00 P.M. - I take a nap.

6:00 P.M. - Watch TV or go outside and visit with friends.

7:00 P.M. - Eat Dinner

8:00 P.M. - Pray and go to bed

STUDENT INTERVIEW

Name _____

1. How many members are there in your family? _____

2. Name of family members	Roles in family (mother, father, etc.)	Ages
---------------------------	---	------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What jobs do your family members have outside of the home?

4. What chores are you expected to do?

5. How are you disciplined at home?

6. What is your favorite thing to do with your family?

7. What is your favorite TV show?

8. What is your favorite music singer or group?

9. What languages do you speak?

10. What days do you go to school?

11. What hours do you go to school?

12. What months do you go to school?

13. How do you get to school?

14. How far do you have to travel to get to school?

15. What subjects do you study in school?

16. How many teachers do you have?

17. What is your favorite subject in school?

18. What is your least favorite subject in school?

19. Do you have homework? _____ If yes, how much?

20. How are students disciplined in your school?

21. What do you value the most?

22. What would your family like to own that you think would make your lives better? _____

23. Do you think it is easier for you to grow up or was it easier for your
parents? Why? -----

24. If you could change one thing about your lifestyle, what would it
be? -----

25. What are your goals?

26. What kinds of things do you worry about?

27. If you had extra money to spend, what would you buy?

28. What would you like people in Nigeria to know about the United
States? -----

29. Describe what you think Nigeria is like.

VENN DIAGRAM

A Venn Diagram is a useful graphic organizer to examine similarities and differences of two items. Two overlapping circles are drawn and each circle represents an item. The characteristics unique to each item are written in the portion of the corresponding circle and the characteristics common to both items are recorded in the overlapping section. In this lesson one circle is for life of Nigerian teens, the other circle is for life of American teens, and the intersecting portion is for both.

AMERICAN TEEN	BOTH	NIGERIAN TEEN

NIGERIA LESSON PLAN

THE HOUSE THAT MUSA BUILT

by Anne Hoeper and Dan Walsh

INQUIRY QUESTION

What kind of community problems (physical and human) do Nigerians deal with on a daily basis?

OBJECTIVE

To be aware of building materials used in Nigeria and understand why they are used.

STANDARDS

- Standard 4: The geographically informed person knows and understands the physical and human characteristics of place.
- Standard 12: The geographically informed person knows and understands the processes, patterns, and functions of human settlement.
- Standard 15: The geographically informed person knows and understands how physical systems affect human systems.

THEMES

Place: Jos / Ibadan
Human Environment Interaction: Home building
Movement: Building materials
Region: Northern and Southern Nigeria

MULTIPLE INTELLIGENCES

Bodily/Kinesthetic
Visual/Spatial

Logical/Mathematical
Naturalist

MATERIALS

Sticks	Water	Rocks
Sand	Tall weeds	Clay
Dirt	Tin foil	Soil
Sifting Equipment	Plaster of Paris	Paper Mache
Construction paper	Markers or crayons	

ACTIVITY: Approximately 1 class period

Begin by dividing students up into groups of 3 to 4.

Each group will be given a sheet of cardboard or construction paper (approx. 12" x 12") on which to build their Nigerian houses.

On the cardboard pieces or construction paper the instructor will draw in a small stream or river so that all the "compounds" can be put together to form a village. Then there will be a discussion of problems that may develop due to where each group chose to place their items such as garbage.

Provide the materials listed above and allow the groups to choose the materials that they wish to use to construct their compound. Each group will be asked to provide the following components to their housing compound.

- 1) House approximately 5" in diameter or length.
- 2) Well for drawing water.
- 3) Fence(s).
- 4) List animals and/or crops to be grown, show where these things would be placed on their compound.
- 5) Trash disposal area.

DISCUSSION: Approximately 1 class period

- 1) Discuss some of the problems/successes that occurred during the building process and the materials used to build their compound.

- 2) Share pictures showing various types of houses.
- 3) Discuss Tiv and Rubuka compounds.
- 4) How often are roofs replaced?
- 5) How often do walls need to be replaced or repaired?
- 6) Why is there an absence of wood as a building material?
- 7) Termites are a major problem.
- 8) Why does it take so long to build a house? No loans are available so they build what they can until they can afford more materials.
- 9) Discuss the process in building a school.
- 10) Compare and contrast Nigerian homes with the homes where you live.

Once this discussion is complete (or the next class period) put together the cardboard pieces and begin a new discussion about some of the problems that would develop in a community like the one the students have created.

- 1) What would the water in the stream and your well be like? Issues like laundry, waste water, bathing, cooking, drinking water, animals and crop irrigation.
- 2) What of problems could occur between you and your neighbors?

Examples: Water usage, placement of trash disposal area, placement of fences, grazing animals, and others.
- 3) Are there things on your compound that could have been shared with your neighbors.
- 4) How could the community work together to improve the living conditions for all.
- 5) Could you live in these conditions? Give specific examples or explanation.

ASSESSMENTS

Write a story about the daily life in your compound. Include 5 details from the activity or discussion in your paper. What did you learn from this activity and how can you apply it to your daily life? Use examples from the activity or discussion. Imagine you were planning a compound. What would you do differently to make the new compound more environmentally sound and improve living conditions for all members? Develop a speech comparing your living conditions and the Nigerian model that was shown in the activity. Read a book or an article on architecture and explain how you could make a compound more efficient.

PHOTOGRAPHS TO ACCOMPANY THIS LESSON can be found on the Internet at <http://www.uni.edu/gai/Nigeria/Pictures/housing.html>. A printed version is attached to this lesson plan.



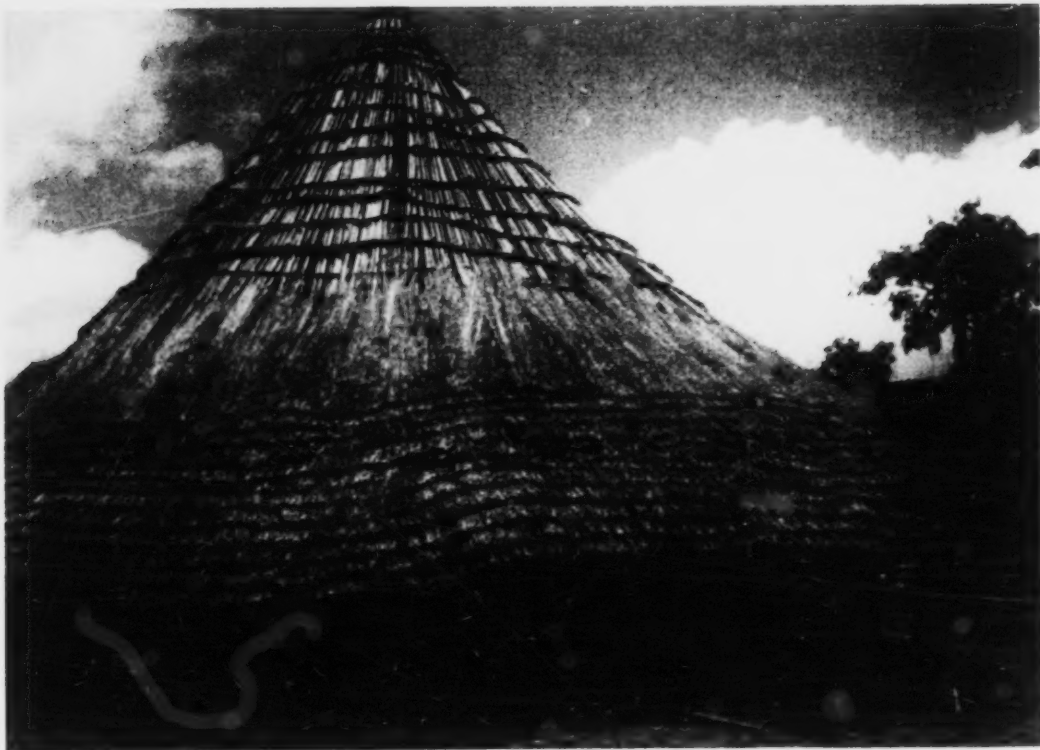
Cactus Fence for demarcating property.



Cactus fences for keeping animals out of crops.



Corn stalks drying for fencing or roofs



Tiv compound Man's house



Tiv compound Wive's house (A Tiv may have more than one wife)



The inside of a Tiv Wife's house



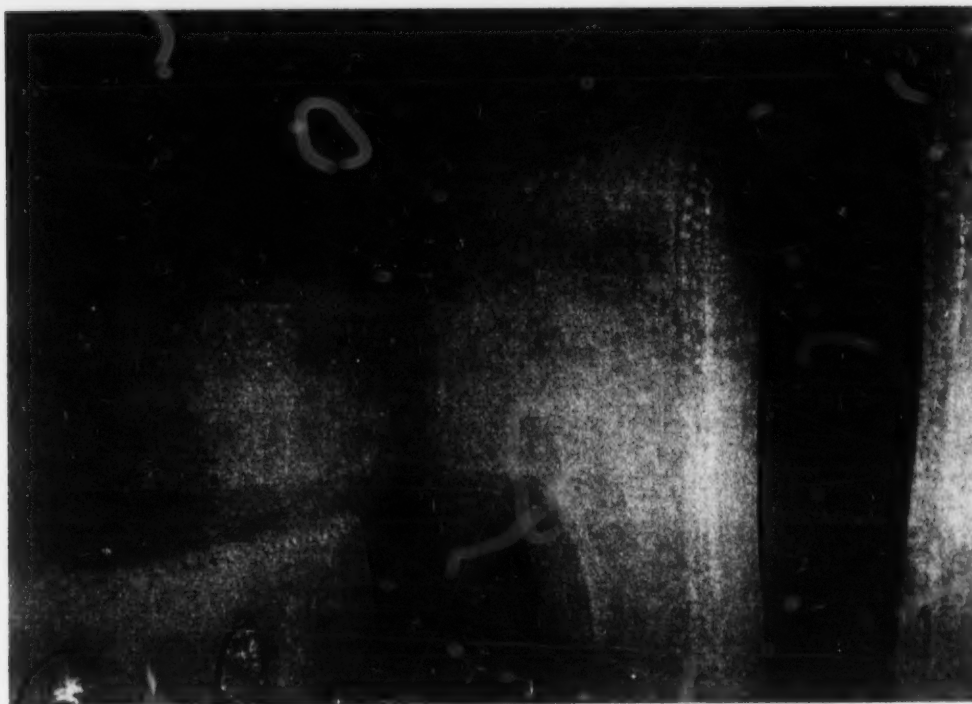
Tiv's store their grain in this to keep rodents from eating it.



Rukuba compound - A wall connects each hut to provide protection from others.



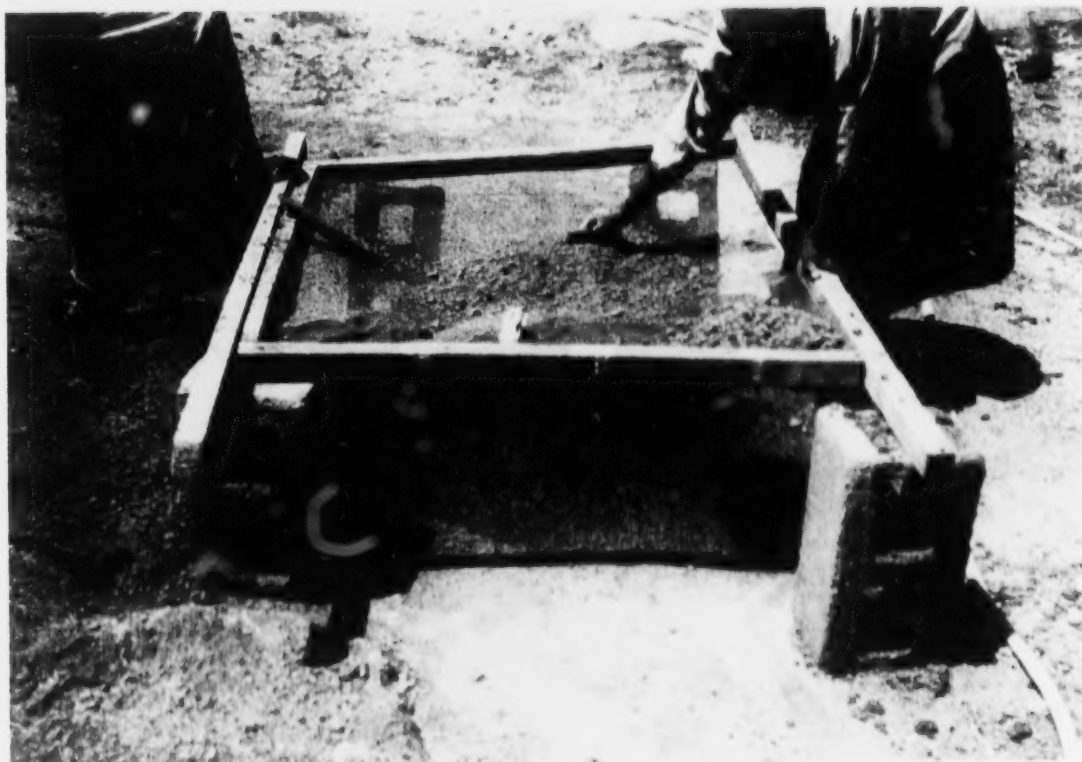
Rukuba compounds are built in rocky areas. - A wall connects each hut to provide protection from others.



The inside of a Rukuba house.



Building a school. There are no loans so one builds until they run out of money and resume building when they have more money.



Sifting sand. This will be mixed with water and applied to the walls.



A man applying the mixture to the walls..



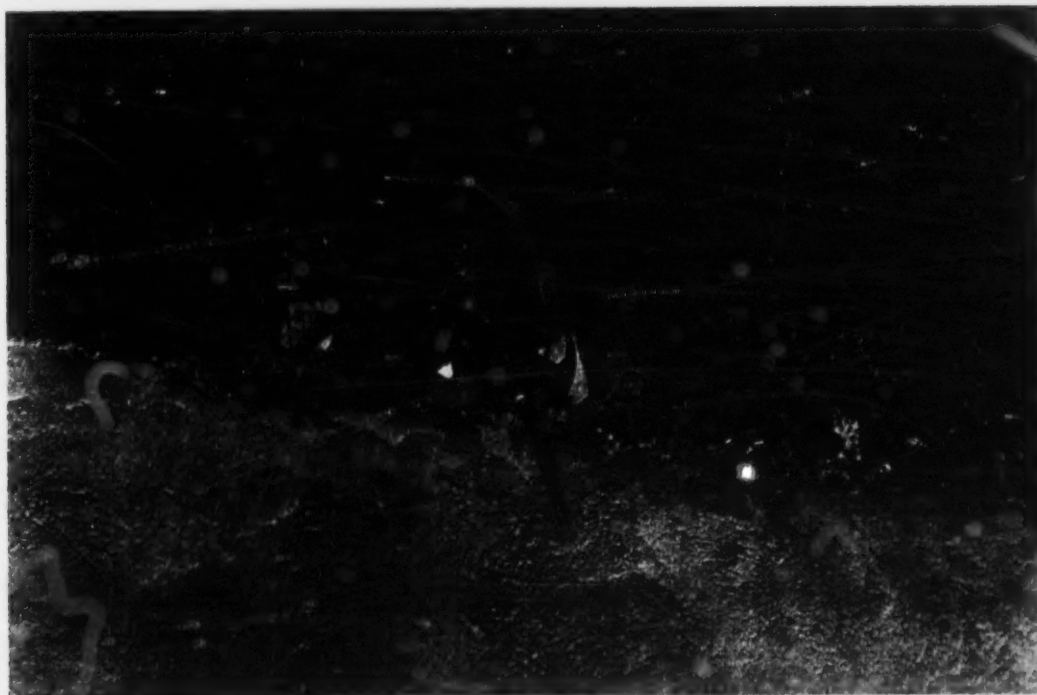
Larger houses are surrounded by walls to provide protection.



Gates may be guarded by a dog.



Gates may also be guarded by a hired man.



Shards of metal are inserted into the top of the wall to discourage people from climbing over the walls.



Shards of glass in the top of the wall provide security.



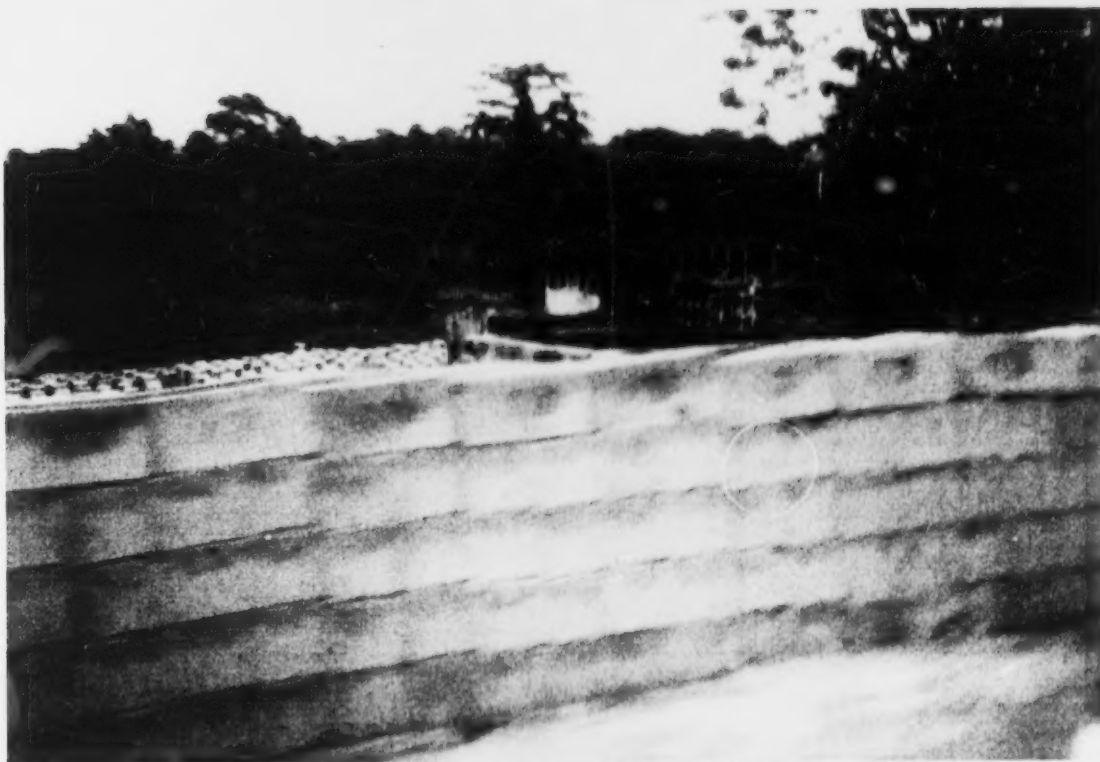
There is no garbage pick up so people often put it into a pile in their yard and burn it.



"419" is a scam where someone sells property that doesn't belong to them. A property owner might protect themselves by putting up a sign as above.



Another way to avoid the scam.



Cement blocks are often used in constructing buildings.



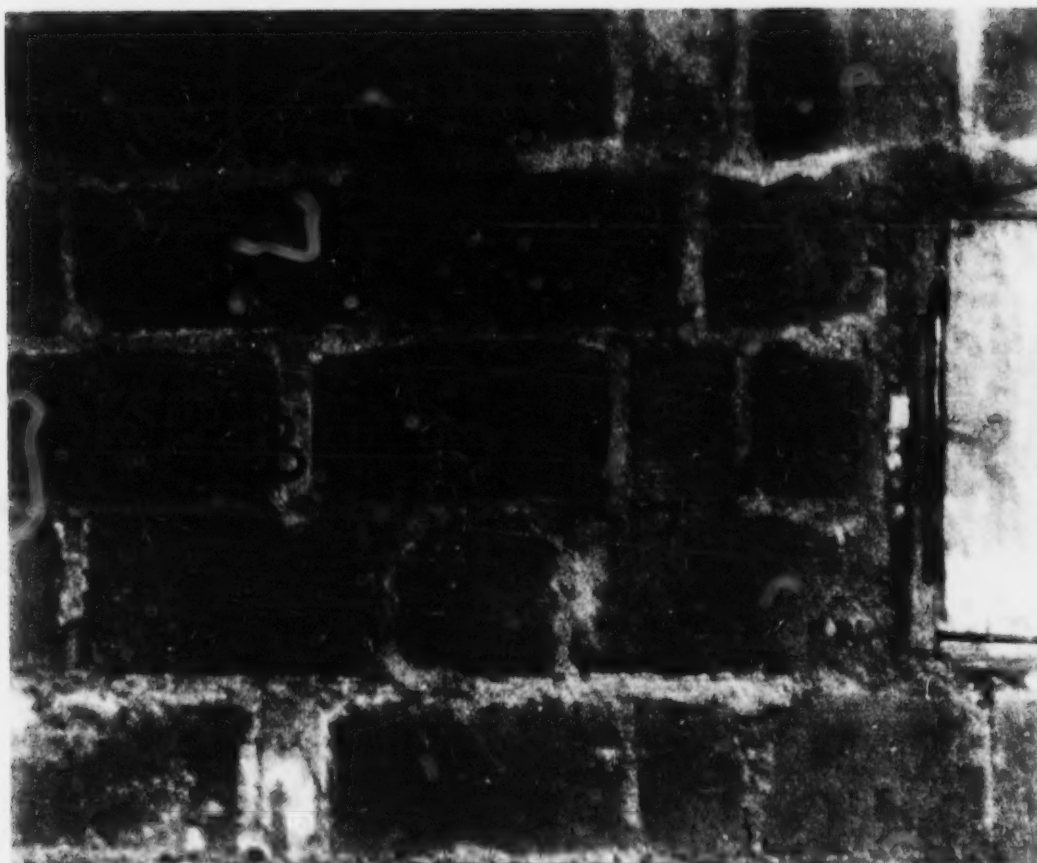
Termites are a problem which is one reason wood is rarely used in building.



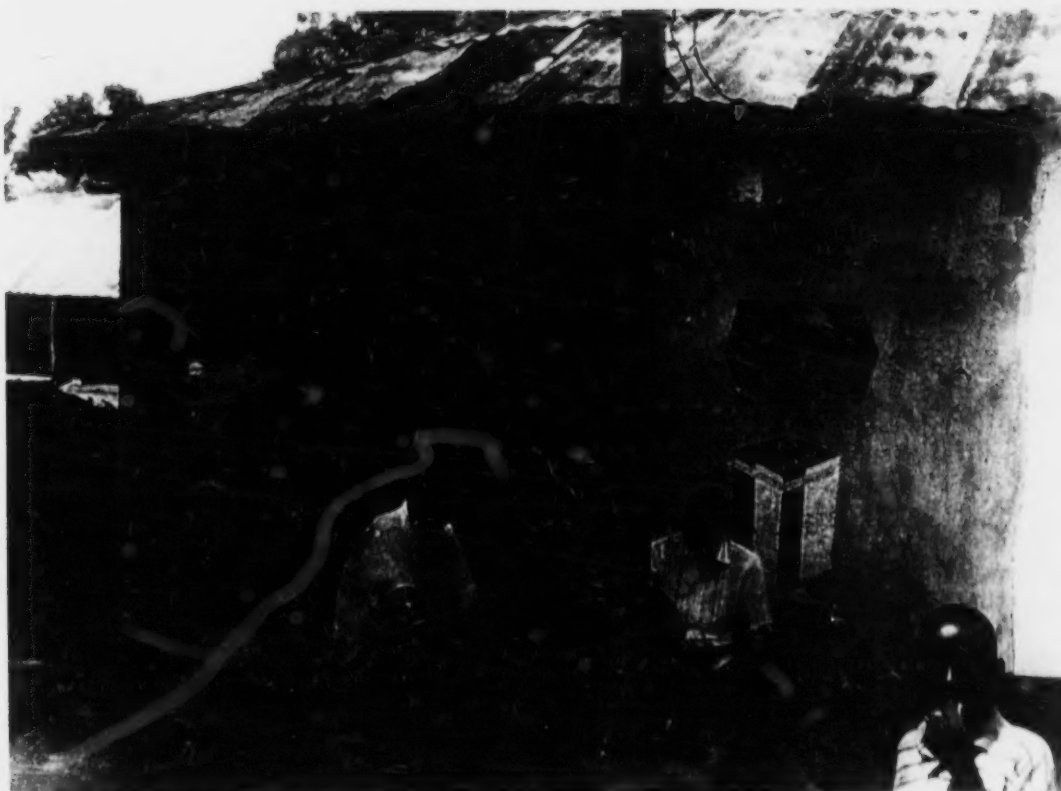
Tin is often used as a material for roofs.



Larger cities in Nigeria are overcrowded.



These numbers were for the National Census. They indicate the state capital town (Jos) and its suburb (Bukuru).



Medical building.



Yard inside of a wall.

NIGERIA LESSON PLAN

HOW DO YOUR SCHOOL RULES COMPARE?

by Natasha Cooper

INQUIRY QUESTION:

How do your school rules compare to Nigerian school rules?

OBJECTIVES:

- Acquaint students with their own school rules.
- Acquaint students with the rules of St. Louis Grammar School (all girls school).
- Students will be able to compare and contrast their school rules with Nigerian school rules using a Venn diagram.

STANDARDS:

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic
Visual/Spatial
Mathematical/Logical

MATERIALS:

A copy of your school rules
A copy of the St. Louis Grammar School rules
Venn Diagram

ACTIVITY: Approximately one class period

- 1) Review and discuss your own school rules.

- 2) Review and discuss the Nigerian school rules.

The rules were taken from St. Louis Grammar School in Ibadan, Nigeria. St. Louis Grammar School is a junior secondary (middle school) and senior secondary (high school) school. St Louis Grammar School is an all girls Catholic school. Many of the same rules applied to other public and private schools in Nigeria.

- 3) Complete a Venn diagram that compares the two sets of rules.
- 4) Discuss as a class the similarities and differences between the two cultures in terms of school rules.

St. Louis Grammar School, Ibadan, Nigeria
SOME BASIC SCHOOL RULES

1. School sandals must be brown. Slippers, covered shoes, and high heeled shoes are not allowed.
2. Only bottle-green cardigan is allowed.
3. Hair braids must not be less than ten. "Brush style is not allowed and only S-S-3 students are allowed to thread their hair.
4. Only green and golden earrings are allowed. Dangling earrings or excessively large ones are also not allowed.
5. Rings, necklaces, rubber bands, and bangles are not allowed. Rosary rings, bangles, and scapulas are not allowed.
6. No makeup is allowed (eyeliner, blusher, or mascara).
7. No mini skirts or slits are allowed.
8. Ruffles and rubber bands are not allowed for ones hair. Only black hair pins are allowed.
9. Stop whatever you are doing at 12 oclock and say the Angelus or your silent prayer.
10. Do not pass the middle stair case, it is for the teachers.
11. Do not cross the lawn. Visitors should not come upstairs to see anyone. They should stay in the visitors corridor and send for whoever they want to see.

Venn Diagram

Nigerian Culture

Both

American Culture

NIGERIA LESSON PLAN

NIGERIA ONLINE

by Anne Hoeper

INQUIRY QUESTION:

What is it like to live in Nigeria?

OBJECTIVE:

Students will become aware of various geographical aspects and cultural characteristics found in Nigeria.

Students will consider their reactions if they were to live in an unfamiliar country.

STANDARDS:

Standard 4: The physical and human characteristics of places.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

THEMES:

Location
Place
Human Environment Interaction
Movement
Region

MULTIPLE INTELLIGENCES:

Bodily/Kinesthetic
Visual/Spatial
Logical/Mathematical

Naturalist
Intrapersonal
Verbal/Linguistic

MATERIALS:

Access to the Internet
Student Activity Sheet

ACTIVITY:

Use the Internet sites listed to research Nigeria.
Answer the questions provided for each web site.
Students may work individually, with a partner, or in small groups depending on your setup.
Choose the web sites and questions that pertain to the areas you want your students to research.
The study activity questions are available on line at Nigeria On Line (a Nigeria Hot List at
<<http://www.kn.pacbell.com/wired/fil/pages/samnigeriamr.html>>)

ASSESSMENTS:

- Write a newspaper article comparing your life to life in Nigeria.
- You are on a trip in Nigeria. Write a letter to a friend or family member that tells of your impressions.
- Imagine you are president of Nigeria. What improvements would you make? Write a speech that you will deliver to the people of Ghana to tell them of your plans.
- Imagine you are living in Nigeria. What would be your fears? Why? What would be your dreams? Why?
- You are working for a magazine and have been hired to write a short article about life in Nigeria. Include a photograph (illustration) with your article.
- You have been asked to lead a tour of Nigeria. Plan an itinerary for the tour. Write down the places you will visit and what you will say about each place.

Nigerian Web Sites

Kid's Zone – Nigeria

<http://www.afroam.org/children/discover/nigeria/nigeria.html>

Atlapedia Online - Nigeria

<http://www.atlapedia.com/online/countries/nigeria.htm>

The "Full" Universal Currency Converter

<http://www.xe.net/ucc/full.shtml>

World Time Zone

<http://www.worldtimeserver.com/>

Motherland Nigeria – Patriotic Stuff

<http://www.motherlandnigeria.com/patriotic.html>

Motherland Nigeria – Language

<http://www.motherlandnigeria.com/languages.html>

Motherland Nigeria – Marriage and Family

<http://www.motherlandnigeria.com/life.html>

Motherland Nigeria – Education

<http://www.motherlandnigeria.com/education.html>

Motherland Nigeria – Agriculture

<http://www.motherlandnigeria.com/agriculture.html>

Nigeria

<http://www.reachout98.clarityconnect.com/nigeria.htm>

World Travel Guide Online – Nigeria

<http://www.wtg-online.com/data/nga/nga.asp>

Lonely Planet – Destination: Nigeria

<http://www.lonelyplanet.com/destinations/africa/nigeria/>

Scott's Excellent Adventure in Nigeria

<http://www.bidstrup.com/africa.htm>

Nigeria - The Country (Fielding's Danger Finder)

<http://www.comebackalive.com/df/dplaces/nigeria/index.htm>

Excite Travel: Destination: Nigeria: Fact Sheet

<http://www.excite.com/travel/countries/nigeria/?page=factsheet>

Excite Travel: Destination: Nigeria: What to Do
http://www.excite.com/travel/countries/nigeria/?page=what_to_do

STUDENT ACTIVITY PAGE

Go to the web sites on the web site list and learn more about Nigeria.

1. How does Nigeria's size compare to the US?
2. What landforms are found in Nigeria?
3. How is land used in Nigeria?
4. Who are Nigeria's neighbors?
5. What are Nigeria's four geographical regions?
6. What are Nigeria's two principal rivers?
7. On what type of landform is the city of Jos located?
8. What is its average height?
9. How are the settlements and farm plots demarcated?
10. What was Jos originally established as?
11. What is the name of the currency used in Nigeria?
12. What is the currency's exchange rate in American dollars?
13. What is the current time in Nigeria?
14. What do the colors on the Nigerian flag represent?
15. Draw and color the Nigerian flag.
16. What is the official language of Nigeria?
17. Fill in the following chart with each ethnic group's main native language and the word for goodbye.

	Language	Good bye
Yoruba		
Igbo		

18. Read the paragraph on family tidbits. Write a short paragraph describing family life in Nigeria. Include at least 3 facts.
19. Read the paragraph on school attire. Write a short paragraph telling what Nigerians wear to school and guidelines on hair. Include why is it sometimes difficult to keep their clothing ironed?
20. Name 3 things that make Nigeria a good place for growing crops.
21. Write 5 of the "food crops" that are raised?
22. Write 5 of the "cash crops" that are raised?
23. What percent of rural residents live without a safe water supply?
24. What diseases have caused thousands of deaths over the past several years?

Fill in the following chart for each ethnic group.

	25.	26.	27.
	Hausa	Igbo	Yoruba
Location			
Population			
Art			

28. What are the 3 main religions found in Nigeria and what percent belong to each religion?

Draw a pie graph to represent this information.

29. What is the water like in Nigeria? What do you have to do to use the water?
30. The Government-provided health care facilities are of a poor standard. What problems do they have?
31. What 3 problems does Nigeria face now?

32. Who was elected president in 1999?
33. Why is it hard for Nigeria to unite into a single peaceful republic?
34. Name 3 types of music that is found in Nigeria.
35. When did Nigeria declare independence?
36. Who are Nigeria's major trading partners?
37. What is Nigeria known for?
38. What is "dash"?
39. What hazards and annoyances do people living in Nigeria face?
(Name 3)
40. How do abandoned children survive in Nigeria?
41. Name 3 common diseases found in Nigeria?
42. What are 3 reasons that medical treatment is a problem in Nigeria?
43. What MINERALS found along the coast were used by indigenous artists of pre-colonial Africa to create Benin bronzes pieces?
44. With all these rich cultural and economic resources, why is Nigeria so poor today?
45. Why are the most desirable jobs with Customs and Immigration?
46. What might a person have to do to get electrical service or telephone service?
47. What does it mean when someone says, "Do you have one for us to remember your country by?"
48. Describe the drive to the square (see paragraph 6).
49. What is four one nine?
50. What is Nigeria's biggest export?
51. How much of Nigeria's oil does the United States import?

52. Choose a popular Nigerian dish you would like to try.
53. What is the most popular sport in Nigeria?
54. Where is the last southern stop for many desert caravans? What do the traders do there?
55. What is sold in the Kurmi Market today?
56. How are prices decided in the Kurmi Market?
57. Biographies of Nigerian Leaders - Biographies on some key Nigerians. Choose one and explain their role in Nigerian history.
58. Choose an artifact from Nigeria. Make a sketch of it and write a summary explaining its importance to the culture.
59. What is the weather like in Lagos today? What kind of clothing would you have to wear today?
60. When is it best to go to Nigeria? Why?
61. What is the harmattan?
62. Why shouldn't you travel at night?
63. What is the capital of Nigeria? How was it built?
64. Choose a city you would like to visit. Write the name of the city and what you would do in that city.

NIGERIA LESSON PLAN

NIGERIAN STORYTELLING

by Anne Hoeper

INQUIRY QUESTION:

What purpose do folktales serve in evaluating a culture?

OBJECTIVE:

Acquaint students with Nigerian literature.
Students will see similarities and differences between folktales they are familiar with and Nigerian folktales.
Students will become aware that folktales may teach values.
Students will gain an appreciation of Nigerian culture through the reading of folktales.

STANDARDS:

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

THEME:

Place (setting of folktale)

MULTIPLE INTELLIGENCES:

Verbal/Linguistic
Interpersonal
Intrapersonal
Visual/Spatial

MATERIALS:

Nigerian folktales
Optional: Paper and crayons

ACTIVITY: Approximately 1 class period

1. Explain that storytellers pass on traditions of a culture by telling stories of the past. Stories are created as a way of making sense of natural events in the world such as rain, seasons, and day or night. It is a communal experience because a group gathers together and may even participate.
2. Is there a storyteller in your family? Who is it? What kind of tales do they tell?
3. Share the Nigerian folktale A Lazy, Lazy Hare (ISBN 0-7607-0857-6) with the class.
4. Discuss theme or message of story.
5. Does this compare to any folktale that they know?

Elements that can be examined include the characters, plot, time, place, and intended audience.

6. What values or moral lessons are taught?
7. Provide Nigerian folktales for your class to read individually or in small groups.
8. After reading students may do one of the following:
 - Write a paragraph telling the theme or message of the story. Include the values or moral lessons that are being taught.
 - Examine the characters, plot, time, place, and intended audience. Do you know of a folktale that is similar to the Nigerian folktale?
 - Rewrite the Nigerian folktale into your own words.
 - Create picture cards and retell the folktale.
 - Create an accordion book writing and drawing the key sections.
 - Create a play or skit of the folktale.
 - Divide a story into sections. Have each person illustrate a section of the story.
 - Rewrite a folktale in your own words.
 - Rewrite a folktale and set it in modern times.
9. In illustrations include two aspects of life such as clothing, architecture (homes), food, musical instruments, types of transportation, animals, etc.

LAZY, LAZY HARE

Yoruba

Nigeria

Each day Sun shone brighter and hotter. And each day the animals looked up at the sky for a sign of rain. The land slowly dried up. Grass turned brown. Small bushes, whose roots were weak and thin, rolled about. The animals needed water. A meeting was called.

Sun dipped behind a distant mountain, the animals gathered to talk about the problem of water. Soon they would be forced to walk miles in search of it. A sad silence fell over the group. Then a small, steady voice spoke up. Wise Tortoise had something to say.

"Why don't we dig a waterhole?" he suggested, in his slow, careful manner.

The others blinked, thinking about the suggestion. Smiles crossed their faces. "What an excellent idea!" everyone shouted. So when Sun rose the next day, the animals searched together for the right spot to start digging. As luck would have it, Elephant found an underground spring that morning.

Everyone joined in the digging. Aardvark used his long claws. Rhino kicked soil and rocks away. Even Snake helped by wrapping her long muscular body around stubborn roots to pull them out. Everyone worked. Everyone, that is, but Hare.

Lazy, lazy Hare watched the others work as he lay hidden behind a large rock, his feet propped up on a round, empty calabash. He couldn't believe it took so many animals so long to dig a hole! He was thirsty and really wished they would hurry. You see, Hare had a plan for getting the water.

Finally, the hole was complete. Hare watched from his hiding place as the animals took turns drinking the clear water. Hare's throat itched with anticipation. Tortoise, being the slowest, was the last to drink. Just as Tortoise lifted his small head, Hare went into action. He yelled and banged on the calabash with a big stick.

Oh, what a racket he made! It was horrible and wicked, wicked Hare knew it. The noise frightened all the animals – including mighty Elephant – away. Alone now, Hare crept down to the waterhole. He took a long, slow drink of the cool, clear water. He drank so much his belly

swelled and swelled until it was as round as a pumpkin. When he was no longer thirsty, he dove in headfirst. He laughed as he washed and scrubbed the soles of his dirty feet and behind his pointy ears. With his thirst quenched and clean, Hare hopped away.

The next day the others returned to their waterhole and to their surprise the clear water was muddy!

With a mighty roar Lion pointed to the spoor leading straight into the well. "These are Hare's prints. He tricked us! He was too lazy to help us and now he drinks our water and worse, bathes in it! We must teach him a lesson."

The animals put their heads together. Again, wise Tortoise had a suggestion. He whispered it to his friends. "Hare will be sorry he was so lazy," smiled Tortoise.

To carry out Tortoise's plan, everyone gathered the stickiest tree sap they could find. The animals piled the chocolate-colored resin in front of the waterhole. Monkey, the most creative and the one with the lightest touch, carefully formed the sticky sap into the shape of a Human he had seen on one of his travels. The Human was made to look as if she were washing near the well.

Later that day, as was expected, Hare returned to the well for a drink. The other animals hid nearby. There sat the Human. Hare called out a greeting to her. No response. Hare took a step closer and repeated his greeting. Still, no response. He moved closer and tapped her on the shoulder. Hey! What was this? His paw was stuck. He pulled and pulled but couldn't free it. This wasn't a real Human after all! Hare panicked. Not thinking, he used his feet as leverage against the sticky Human. Now all four paws were stuck. "Oh, help!" he wailed in pain and fright. "This Human has me and plans to eat me!"

At that moment, the others jumped out from their hiding places and glowered at Hare. "You thief!" they yelled. "You were too lazy to help us. Go away from here. You do not belong with us, you lazy animal!"

Hare was set free, and he ran and ran far away from there, never to be seen again!

SOURCES FOR NIGERIAN FOLKTALES

- 1) Things Fall Apart by Chinua Achebe
Chapter 11 - "Tortoise and Birds"
- 2) Tales From Many Lands An Anthology of Multicultural Folk Literature by Anita Stern
The Giant Bird - page 93
- 3) African Myths and Legends retold by Kathleen Arnott
The Rubber Man (Hausa) - page 16
Spider and the Lion (Hausa) - page 25
Thunder and Lightning (Ibibio) - page 32
Why the Crab has no Head or How the First River was Made (Ikom) - page 35
A Test of Skill (Hausa) - page 40
The Tale of the Superman (Hausa) - page 43
Why the Bush-Fowl Calls at Dawn and Why Flies Buzz (Ekoi) - page 56
Spider's Web (Tiv) - page 74
Hare and the Corn Bins (Fulani) - page 101
The Magic Drum (Yoruba) - page 124
Why the Sun and Moon Live in the Sky (Ibibio) - page 133
Why the Bat Flies at Night (Ibibio) - page 150
Hallabau's Jealousy (Hausa) - page 160
Goto, King of the Land and the Water (Fulani) - page 167
- 4) Motherland Nigeria
<http://www.motherlandnigeria.com/stories.html>

Don't Pay Bad for Bad
 The Grasshopper and the Toad
 The Red and Blue Coat
 The Riot
 The Twin Brothers
 The Hippopotamus and the
 Tortoise
 Akanke and the Jealous
 Pawnbroker
 Anansi and Alligator
 For Horned Animals Only
 Why the Sun and Moon Live in
 the Sky
 Rere, the Disobedient Son
 Why the Cat Kill Rats

Anansi, Firefly, and Tiger
 The Baboon and the Tortoise
 The Jealous Brother
 Why Wisdom Is Everywhere
 The Chief's Feast
 The Two Friends
 Turtle and Leopard
 Anansi and Turtle
 Anansi and the Phantom Food
 Magic Anansi
 Kodilikane
 The Leopard Man
 The King's Market (Play)
 Gold, Coral and Money (Play)
 No Condition Is Permanent
 (Play)

- 5) The Disobedient Daughter Who Married a Skull
<http://www.pitt.edu/~dash/skull.html>
- 6) The Hippopotamus and the Tortoise
<http://www.pitt.edu/~dash/hippo.html>
- 7) The Leopard Man
<http://www.pitt.edu/~dash/leopard.html>
- 8) Why the Cat Kills Rats
<http://www.pitt.edu/~dash/cat.html#nigeria>
- 9) Welcome to Bura Folk Culture!
<http://www.msu.edu/user/hamza/BuraFolktales.htm>

Bura folktales (Northeastern Nigeria)

Each folk tale begins with the lesson objectives that were identified and deemed important for Bura children to know.

The Frog and the Mouse
 The Elephant and His Slaves
 The Ram and His Friend
 The Hunter and the Lion
 The Lion and the Leopard
 The Lion and the Mouse
 The Cleverness of the Squirrel
 The Servant Who Shot a Bush Goat

The Eagle and the Buzzard
 The Three Slaves
 True Friendship
 The Two Friends
 The Monkey Trial
 The Wise Little Goat
 Two Men.Go on a Journey

The Bad Man

The Crocodile and the Dog
Wisdom, Food and Wealth
The Squirrel Mocks the Gull
The Antelope and the Goat Farm
Together

The Three Young Men
To the Blacksmith Shop
The Squirrel and the Hyena
Were Neighbours
Tsakuramadu and his
Grandmother

NIGERIA LESSON PLAN

NIGERIAN TRANSPORTATION THROUGH MATHEMATICS

by Aaron Shields

INQUIRY QUESTION:

How does the cost of owning a car in Nigeria compare to owning one in the United States?

OBJECTIVE:

Students will compare the percentage of ones income needed to buy a car in Nigeria vs. United States.

STANDARDS:

- Standard 6: How culture and experience influence people's perceptions of places and regions.
- Standard 11: The patterns and networks of economic interdependence on Earth's surface.
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

THEMES:

Movement
Location
Place

MULTIPLE INTELLIGENCES:

Logical Mathematical
Intrapersonal
Interpersonal (if calculations are done in cooperative groups)
Verbal Linguistic

MATERIALS:

- GDP per capita figures for Nigeria and the United States
- Current exchange rates for the Nigerian Naira
- Figures to convert between liters and gallons
- Calculators
- Chart with car prices, gas prices, and exchange rates for 1984, 1988, 1999
- Newspapers with classified ad section

ACTIVITY:

1. Prior to this exercise, ask the students to find out the following from their parents:

What is the current price of gasoline in the area?

What is their annual salary? (If you feel that financial issues may be too sensitive, you may use the average Gross Domestic Product (GDP) per capita figure for the United States.)

2. Have students look in the classified ads of a local newspaper to find out the price of a car that they would like to buy. Use total cost figures and assume no payment plan is available. Inform the students that in Nigeria one has to pay the total cost for a car up-front because there are no loans or payment plans.
3. Find the GDP per capita figures for Nigeria and the United States. These can be obtained from various sources. Here are some websites where you can find this information:

CIA World factbook

<http://www.cia.gov/cia/publications/factbook/index.html>

United Nations Statistics Division

<http://www.un.org/Depts/unsd/social/inc-eco.htm>

Infonation

http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm

4. Find current exchange rates for the Nigerian Naira. This can be found at the following site:

The "Full" Universal Currency Converter

<http://www.xe.net/ucc/full.shtml>

5. Write the necessary conversions between liters and gallons on the board. They are as follows (round as needed):

liter = 0.26417204 gallons

gallon = 3.785412 liters

6. The prices of cars and gasoline in Nigeria have drastically increased over the years. You could use data from any of the following years depending on whether you want to show just the current prices or whether you want to show how much costs have increased over time. The fractional unit of the Naira is the kobo where 100 k = 1 Naira.

	Car prices	Gas prices	Exchange rate
1984	15,000 Naira	40 k per liter	0.6 Naira = U.S.\$1
1988	250,000 Naira	70 k per liter	3 Naira = U.S.\$1
1999	2,500,000 Naira	20 per liter	100 Naira = U.S.\$1

7. Using the United States estimates of 10,000 miles driven per year and an average of 25 miles per gallon, have students compute the gasoline costs for a year at current gas prices. (Teacher note: compute this for 400 gallons of gas per year).
8. Have students combine the gasoline costs with the cost of their dream car.
9. Using the GDP figures for the United States or the information gathered from parents, have students compute the percentage of an annual income that students would have to spend to acquire and fuel their dream car for a year.
10. Using the cost of gasoline per liter in Nigeria, have students compute the gasoline costs for a year; for simplicity's sake, assume the distances traveled are similar and convert the 400 gallons of gas per year into liters.
11. Have students combine the gasoline costs with the cost of a car in 1999 in Nigeria. You may need to use conversion factors to convert between Naira and U.S. dollars.
12. Using the 1999 figures for car prices and the current GDP per capita for Nigeria, have students compute the percentage of an

annual income that a Nigerian would need to spend to acquire and fuel a car for a year.

13. Compare the percentages for the United States with those of Nigeria. Help students to understand the high costs to buy automobiles in developing countries like Nigeria.

ASSESSMENT:

Assume your car will break down after 5 years. Ask students whether it would be better for a Nigerian to repair the car they have or whether it would be better to buy another car. Remind them that increased costs during that 5-year period could be dramatic in Nigeria. Have students explain their reasons behind their decision. Help the students to realize that on the limited income a Nigerian has, it would be better to continuously repair cars and keep them running regardless of their outward appearance. Most cars will travel at least 320,000 kilometers (200,000 miles) before their engines die. After that anything that is still good will be salvaged for spare parts to be used in another vehicle.

Student Worksheet

- 1) Current price of gasoline in your area \$ _____ / gallon
- 2) Annual salary in U.S. \$ _____
- 3) Type of car desired:
Make _____
Model _____
Year _____
Color _____
- 4) Cost of car desired \$ _____
- 5) GDP per capita in U.S. \$ _____
- 6) GDP per capita in Nigeria \$ _____
- 7) Nigerian GDP per capita converted to Naira N _____
- 8) Gallons of gasoline used per year in U.S. \$ _____
- 9) Cost of gasoline for one year in U.S. \$ _____
- 10) Cost of car for one year in U.S. \$ _____
- 11) Percentage of U.S. annual income to pay for car _____ %
- 12) Liters of gasoline used per year in Nigeria _____
- 13) Cost of gasoline for one year in Nigeria N _____
- 14) Cost of car for one year in Nigeria N _____
- 15) Percentage of Nigerian annual income to pay for car _____ %
- 16) Who is paying more of their annual income for a car? _____
[Compare answers 11 & 15 to find out]

NIGERIA LESSON PLAN

NIGERIAN WOMEN AS TRADERS

by Natasha Cooper

INQUIRY QUESTIONS:

How does a woman trader in Nigeria differ from a woman retailer in the United States?

OBJECTIVES:

The student will participate in a simulation.

STANDARDS:

Standard 4: The physical and human characteristics of places
Standard 11: The patterns and networks of economic interdependence on Earth's surface

THEMES:

Movement

MULTIPLE INTELLIGENCES:

Interpersonal
Bodily Kinesthetic
Logical Mathematical

MATERIALS:

Monopoly money or naira
small mat or blanket
a lean-to

ACTIVITY:

1. Assign female students the following roles depending on the number of females in the class: palm oil trader general goods

such as soap, cookies, small grocery items that are imported or packaged in Nigeria, tailor, cloth sales, gari, yams, eggs, ground nuts, fruit and vegetables. There can be several females with one kind of trading.

2. Have the student bring items or make items that can be sold or traded and make a stand.
3. In converting money one naira equals one penny or 100 naira equals one dollar. Have students make a list of items they are going to sell and the price list.
4. Begin the selling with other members of the class as customers.

ASSESSMENT:

Write a reaction paper to their experience either as a trader or a customer and their participation.

BACKGROUND INFORMATION:

The customer often develops a relationship with the trader through casual conversation. Examples of conversation include, "How was the night?" and you always respond "well" regardless; "How are the children?" and "How is the tiredness?" When making a purchase, it is important to start with pleasant conversation before discussing business. One never pays the asking price for an item. It is customary to barter until a price is agreed upon by the buyer and seller.

Due to different cultures in Nigeria there are differences in trading. For example, in the north there are few women involved because of the Muslim influence while in the south most traders are women. In the north, the women seldom leave the compound and if they do they are covered from head to toe in the traditional black dress or the Muslim.

In the south there is more aggressive trading. Women are the dominant traders there. Trading is a good profession for women because it is so flexible. This is important in Nigeria because women have so much responsibility at home. They must tend the children and prepare the evening meal. By trading, the woman can leave early to go home and prepare dinner. Because dinner is late in the day it works very well. Some traders are men and they may go worldwide in search of products while the woman runs the shop. Differences in trading may be both by region and ethnic group.

There are markets located in all villages. The most traditional market is the kings market, which is adjacent to the palace. This is very obvious in the city structure of Nigeria's urban areas. The kings market is always the first to be established. However, things are changing from the traditional to the modern market. This is evident in the metropolitan areas where there are many markets established through urban planning so that there will be less congestion. It is important to note that trading may be a family tradition established through several generations that trade in the same commodity.

Some new markets have no formal arrangements. Traders buy the products from the farmers, etc. Early in the morning the market products are generally cheaper and the market is less crowded. However, there are different kinds of market. The most expensive is the lockable shop, while others are open-air markets. Frequently, the trader will simply lay the mat down and begin operating. Now days some are similar to what we would call strip malls or shopping centers. There are day markets, night markets, and periodic markets. Night markets begin about 6:00-7:00 PM and the periodic market may be

open only once each week. It depends on how important the market is as to how often it is held. In metropolitan areas the market is a daily phenomenon.

If the husband owns the merchandise, the wife must turn the money over to him. However, if the wife owns the merchandise, she may keep the money. Many households still operate with one purse and in that case the man is the head of the household and all money is turned over to him.

There may be some rent involved because local governments often own the market structure itself. This would be a similar arrangement to a strip mall. Sometimes the market may seem quite disorganized but more often the market is arranged with similar products located in the same place.

Trading is a cash and carry enterprise. You pay cash for the product you intend to sell and expect to be paid in cash. This is a daily occurrence. For example, if you were selling vegetables you would purchase what you can afford to purchase and resell each day. The result is that few if any records are maintained by the trader. Often the trader provides 50% of the family income. Traders do not use banks, credit cards or checks.

NIGERIA LESSON PLAN

POPULATION vs NATURAL RESOURCES IN NIGERIA

by Dr. Kay E. Weller – University of Northern Iowa

INQUIRY QUESTION:

How does population centers/settlements vary in relation to location of natural resources in Nigeria?

OBJECTIVE:

1. The student will generate a map showing the location of oil production and tin production in Nigeria and one showing the location of population centers/settlements in Nigeria.
2. The student will write a one-two page analysis of the maps.

GRADE LEVEL: 7-12

STANDARDS:

- Standard 2. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

MATERIALS:

Blank maps of Nigeria, mapping software of your choice, atlases or map of Nigeria showing population centers/settlements, topography, location of tin mining on the Jos Plateau, and oil production within the Niger Delta.

PROCEDURES:

1. Have students generate two maps (electronically or by hand). One should show the location of oil and tin production in Nigeria.

(Oil production is located in a 350 sq. mi. section of the Niger Delta tin production is located on the Jos Plateau.)

The other map should show major population centers or settlements in Nigeria. Maps should include a legend and compass rose.

2. Based on the map data explain in written form possible consequences of the location of oil production and tin mining in Nigeria on the people of those regions.

ASSESSMENT:

Maps should be graded for neatness and information conveyed.

Paper should be graded for an accurate analysis of the comparison of maps.

NIGERIA LESSON PLAN

SIEGE MENTALITY: Current and past conflicts

by Dave DenHartog

INQUIRY QUESTIONS

How does ethnic background, political allegiance, or religious following interact with conflict?

What geographical features contributed to the success or failure of the following struggles?

OBJECTIVE

To understand how world history has a pattern of repeating itself.

STANDARDS

- Standard 3: Analyzing the spatial organization of people, places, and environments in a spatial context.
- Standard 4: The physical and human characteristics of places.
- Standard 6: The culture and experience influence people's perceptions of places and regions.
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- Standard 12: The processes, patterns, and functions of human settlement.
- Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface
- Standard 17: How to apply geography to interpret the past.

Standard 18: How to apply geography to interpret the present and plan for the future.

MULTIPLE INTELLIGENCES

Bodily/Kinesthetic
Visual/Spatial
Interpersonal
Intrapersonal
Verbal/Linguistic

KEY TERMS

Genocide
Siege
Riot

MATERIALS

Access to the Internet

*Note - This lesson is best done using access to multiple online computers but can be done without.

ACTIVITY This lesson is designed to take 150-180 minutes.

1. Define all the key terms.
2. Divide into groups of three. (If you have more than twenty-four in a class the groups could be larger.)
3. Select a historical conflict.
4. Divide tasks among the group:

Reporter: This person will put together a report on the topic.

Story Teller: This person will be creating a fictional story about a character that would have been at or involved in the conflict

Cartographer: This person will be making two different maps on the areas

5. Review expectations.

Report - One to three pages (typed). Should contain the following:

An overview of the situation

A description of the conflicting parties

Define success for both sides

Explain how this conflict fits the definition of a siege

Explain which side "won" and which side "lost"

Story Teller: Using factual information weave together a fictional account of an individual or group that would have been involved in the conflict. The story should be between one to three pages typed. Explain the psychological affects of a siege in your city. Describe how all five senses are affected in your story.

Cartographer: Your job is to create two different maps. One map should be two-dimensional and should include the country and area surrounding the chosen conflict. The other map should focus specifically on the area of conflict. The map should have a three dimensional characteristics. In other words, there should be props that you add to your map.

6. All three people are working together, but will be scored separately.
7. Each group should present their findings to the class.

ASSESSMENT

Students are scored on three different criteria:

- | | | |
|-------|---|-----|
| I - | Thorough completion of role expectation. | 70% |
| | Criteria and directions followed. | |
| | Work is quality. | |
| II - | Presentation covers part and helps all students understand the conflict | 10% |
| III - | Each group member is a positive, helpful contributing member of the group | 20% |

EXTENSION

The lesson - "War and the Animal: One man's experience during the beginning of the Biafran War" coincides with this lesson but can be done separately.

TOPICS AND WEB SITES

Battle of Leningrad

Battle of Leningrad

<http://history.colstate.edu/Pate/john/leningrad.htm>

World War II Through Russian Eyes

<http://www.spirit1.com/%7Epaulg/script>

Berlin Airlift

Introduction to the Berlin Airlift

<http://www.geocities.com/Athens/Parthenon/2155/>

Operation Vittles - The Berlin Airlift

http://www.thehistorynet.com/AviationHistory/articles/1998/0598_text.htm

The Berlin Airlift

http://www.whistlestop.org/study_collections/berlin_airlift/large/berlin_airlift.htm

Mitrovica, Kosovo, Yugoslavia

Kosovo: Maps and More

http://www.state.gov/www/regions/eur/kosovo_hpmore_mapsplus.html

Summary Report on Serbian Offensive

<http://www.fas.org/man/dod-101/ops/docs99/990401-offensive.htm>

World: Europe: Mitrovica: a Divided Town

http://news.bbc.co.uk/1/hi/english/world/europe/newsid_376000/376795.stm

Grozny, Chechnya

Grozny on Guard

<http://www.nytimes.com/learning/teachers/lessons/991208wednesday.html>

Wearry Grozny Prepares for Another War

http://www.russiajournal.com/defense/article_34_1554.htm

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http://news.bbc.co.uk/hi/english/world/europe/newsid_376000/376795.stm

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http://www.russiajournal.com/defense/article_34_1554.htm

Nanjing, China

WWW Memorial Hall of the Victims in the Nanjing Massacre
<http://www.arts.cuhk.edu.hk/NanjingMassacre/NM.html>

Nanjing Massacre – Brutal Killings Along the River
<http://centurychina.com/wiihist/njmassac/killrive.htm>

Breaking the Silence
<http://www.metroactive.com/papers/metro/12.12.96/cover/china1-9650.html>

Siege and Battle of the Alamo

Siege and Battle of the Alamo
<http://www.lsjunction.com/events/alamo.htm>

Kinshasa, Democratic Republic of the Congo (Zaire)

Africa's 'First World War'
http://www.nytimes.com/learning/general/featured_articles/000209wednesday.html

Zaire: Reign of Error
http://www.pbs.org/newshour/bb/africa/december96/zaire_12-26.html

Democratic Republic of the Congo
<http://www.undp.org/missions/drcongo/>

In Focus: War in the Congo
<http://www.foreignpolicy-infocus.org/briefs/vol4/v4n05cong.html>

Tulsa Race Riots of 1921

The Tulsa Race Riot of 1921
<http://www.blackwallstreet.freesevers.com/>

Historians: 300 Died in 1921 Race Riot
http://amarillonet.com/stories/012799/new_LO0738.001.shtml

Tulsa Panel Seeks Truth from 1921 Race Riot
<http://www.cnn.com/US/9908/03/tulsa.riots.probe/index.html>

NIGERIA LESSON PLAN

TIN MINING ON THE JOS PLATEAU

by Natasha Cooper

INQUIRY QUESTIONS:

What are the major events and reasons that changed mining on the Jos Plateau?

What are the positive and negative consequences of tin mining on the Jos Plateau?

OBJECTIVES:

Students will understand the history of tin mining on the Jos Plateau. Students will be able to apply information and brainstorm as they construct a poster on the positive and negative consequences of tin mining.

STANDARDS:

Standard 14: How human actions modify the physical environment

Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

THEMES:

Region

Place

Human Environment Interaction

MULTIPLE INTELLIGENCES:

Verbal/Linguistic

Bodily/Kinesthetic

Interpersonal

MATERIALS:

Background Information

Paper
Straws
Play dough or silly putty
Shoebox
Small necklace box
Spoons

ACTIVITY: Approximately 1-3 days

1. Students will read background information in groups and discuss the major aspects of tin mining on the Jos Plateau.
2. Students will then write and construct posters displaying the positive and negative aspects of tin mining.
3. Students will then create a display or model after understanding the process of formal tin mining. Each group will be given a ball of play dough, two spoons, two straws, a shoebox, and a small necklace box.
4. Students will then create a model. The play dough represents the soil. The first spoon represents the drag line and students should use the spoon displaying how the top soil is removed. This will create a ditch.
5. The first straw represents the hose that blasts the top soil down to the bottom of the hole.
6. The second straw is used as the suction pipe to pump the slurry into the sluice box. The small necklace represents the sluice box.
7. The last spoon represents the workers digging up the sand, tin, and water mixture.
8. The teacher will have each group explain the formal tin mining process through their models.

ASSESSMENTS:

Rubric for grading the poster of positive and negative consequences of tin mining on the Jos Plateau

- 3 - Excellent brainstorming and creative way of displaying the positive and negative consequences of tin mining.

- 2 - Good, but need to list and explain more in depth the positive and negative consequences of tin mining on the Jos Plateau.
- 1 - Poor, did not brainstorm or contribute to the poster of positive and negative consequences of tin mining on the Jos Plateau.

Rubric for grading the Tin Mining Model.

- 3 - Clear understanding of the formal tin mining process used on the Jos Plateau, Good team effort.
- 2 - Good, but difficult time applying the tin mining process to the created model.
- 1 - Poor, not a good understanding of tin mining or applying it through the constructed model.

Tin Mining on the Jos Plateau

Background Information

Tin mining was discovered around 1700-1750 in Kuza near the river channel. During this time of subsistence agriculture, the people needed more advanced tools besides their hands and sticks. The farmers saw tin minerals and crystals near the river. They realized by mixing tin and iron, they could have stronger agricultural instruments. The people believed the discovery of tin was a gift of god.

Tin mining began to develop in local villages and trade occurred with those who came from Tripoli and crossed the Sahara. The tin would be melted and made into rods. By 1760-1770, there were thirteen indigenous blacksmith smelters in Naraguta. This city is located just north of Jos. The Beron ethnic group were finding and producing tin along the Delimi River for the ethnic Hausa traders.

Tin became popular during the industrial revolution in Europe. Tin traced from Tripoli came to the Bauchi Plateau, 200 miles from Jos. The Hausa traders did not want people to know the original source of tin so that is why they put the buying center in Bauchi.

In 1808, Clepparton from Britain traveled three months across the trans Sahara to find smelters in Naraguta. By 1820, Colonel Lewis from Britain was ordered to sample production. At that time, it was not known what tin was being used for. Spain was using the tin for gun barrels. Tin sources in Europe were beginning to fade.

Cowry shells were used to purchase tin. The whiter the cowry, the greater the value. Colonel Laws from Britain found out that tin was located in the rivers on the Jos Plateau. In 1890, Nichols, a retired military officer, wanted to buy tin in large quantities. He also discovered that tin was widespread.

In 1848, the Royal Niger Company was established. By 1902, British spectators obtained licenses from Britain. By 1908, the British bought land for money and the leaders of the community would sell. This was occurring during WWI as the need for tin increased for the use of ammunition.

From 1912-1918, the British wanted to hire the Berons because they were cheap labor. Because they were an agrarian society, they were not interested. The British also decided to ban local smelting and it was given to the Royal Niger Company. The British began to introduce currency and shovels. The tin would be dug up and carried. Tin was

also discovered in the hills as well as the rivers. The ethnic Hausas were hired as the supervisors while the ethnic Yoruba and Igbo were brought in because they were sufficient workers.

By 1913, the one hundred eight mining companies had to go through the Royal Niger Company. A railway was discovered from Zaria to Lagos for the export of tin. By 1943, tin mining on the Jos Plateau was at its peak. There were 80,000 African workers. Up to 1960, Jos was the sixth largest producer of tin in the world. Two hundred twenty-five kilometers of land was taken out by tin mining. This is only 4% of the plateau, which is in the valleys.

Tin mining began to decrease because of substitutions and therefore prices declined. Plastics and other materials that will not corrode replaced the use of tin in cans. Today, tin is used for the coating in surgical instruments, airplane parts, and coating on metal objects. Tin is also used in jet engines because of its high resistance to heat. Kaolin is a type of clay found in tin that is used in chalk and glass.

Malaysia, Bolivia, and Brazil are other countries that produce tin. Tin found on the Jos Plateau is supposedly much stronger. Informal mining is popular and then the tin from the Jos Plateau is often smuggled to these countries to strengthen their tin.

Within the Nigerian constitution, it is stated that all exploitable minerals are property of the government. Companies have to obtain a lease to get the tin material and then there is a argument over the tin assets. Many people cannot afford a lease or to pay the government in order to mine formally so informal (illegal) mining occurs and smuggling occurs. Those who are able to buy a lease and mine formally, often lie to the government of the amount of tin found to make larger profits. Because tin mining has declined, many of the reclaimed sites are being made into resorts and fish ponds.

The Process of Tin Mining on the Jos Plateau

- #1 The first process is to stick a pipe with a drill to drill down and locate the tin.
- #2 Next, a machine is used that resembles a crane and this is called the drag line as it lifts the top soil off.
- #3 A monitor or big hose then blasts the area where the top soil has been removed and where the tin is located. The soil is then mixed with water to form slurry.

- #4 A pipe in the bottom sucks the slurry to the top of the hill and pumps it into a sluice box.
- #5 In the sluice box, men dig up the sand, water, and tin mixture to help separate the tin. The second group of men hold their shovels in the water to let the water and sand pass by. Because the tin is heavier, the water and sand pass through the tin. The water is turned off and tin is remaining in the bottom of the sluice box.

PHOTOGRAPHS TO ACCOMPANY THIS LESSON can be found at <http://www.uni.edu/gai/Nigeria/Pictures/mining.html> Copies are attached to this lesson.



Formal tin mining.



The machine that resembles a crane is used to remove the top soil.



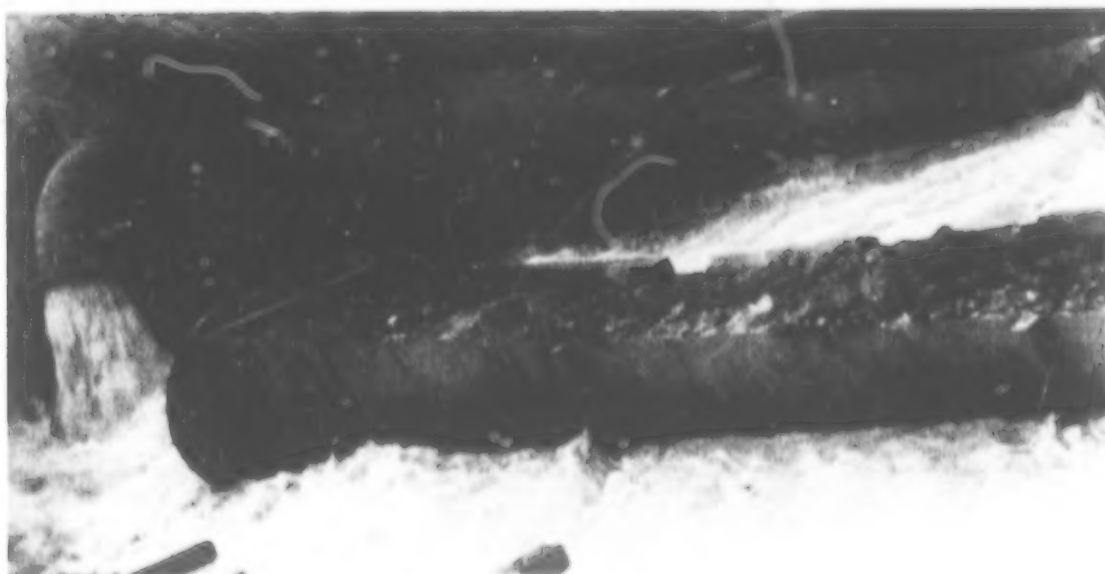
Soil is mixed with water to form slurry.



The slurry is pumped into a sluice box.



The soil and water are pumped up the hill.



Slurry entering the sluice box.



Men stand in the sluice box to mix up the water, soil, and tin. This process separates the tin.



Tin is heavier and falls to the bottom of the sluice box while the soil and sand pass through. The water is turned off and the tin is removed from the bottom of the box.



Informal tin mining These workers earn about \$5.40 per day.



Informal tin mining taking place in the area that the formal tin mining has ceased.



Informal tin mining can be done by a woman.



Land that was previously mined.



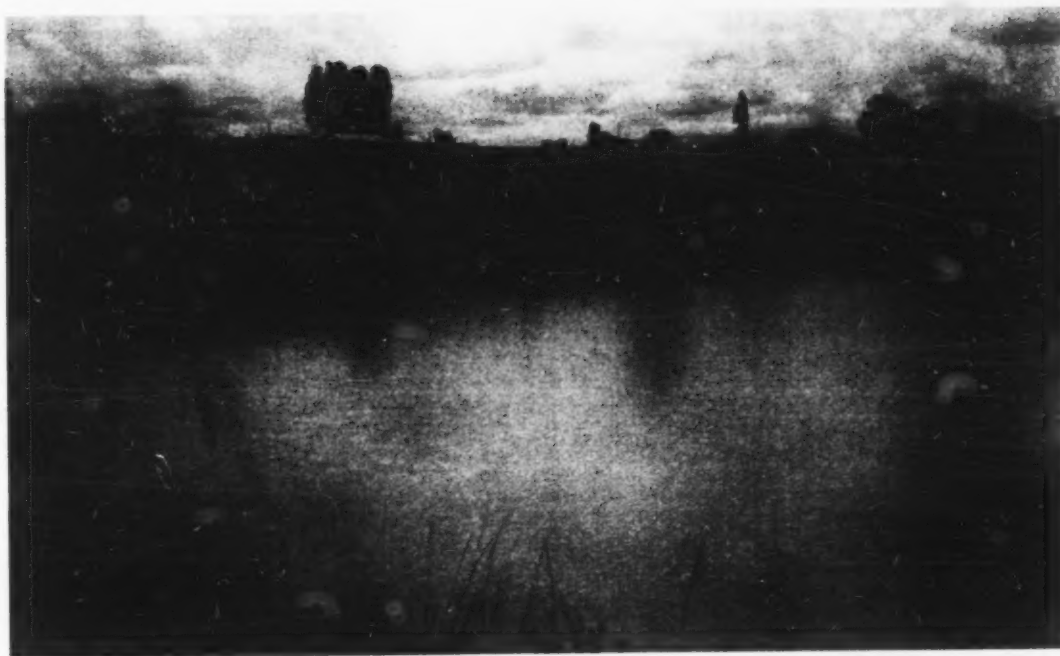
Land that was previously mined.



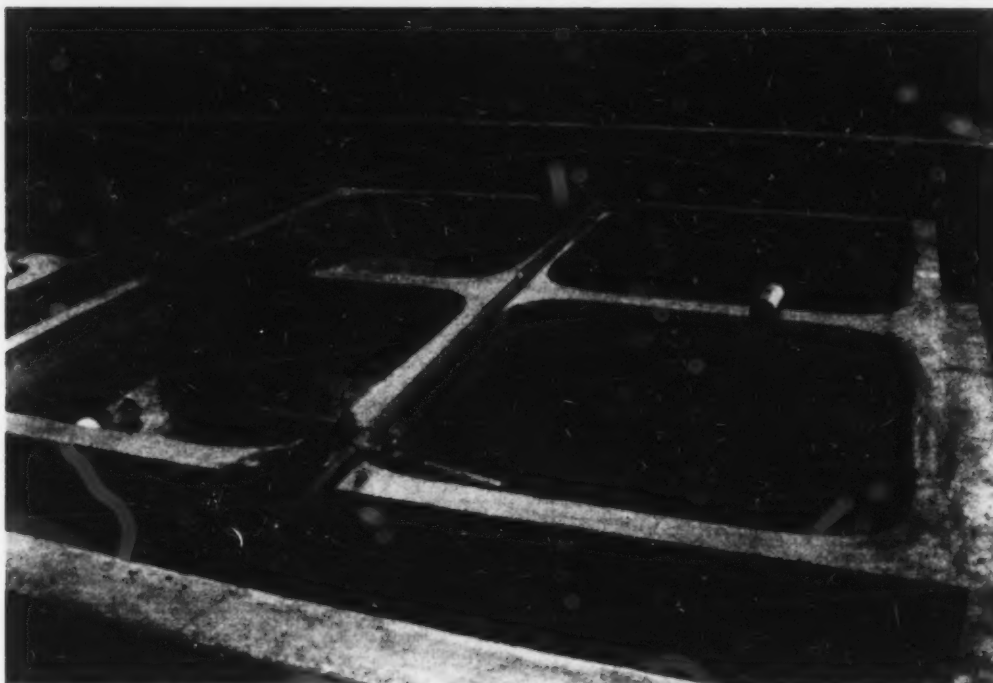
Land eroding because of previous mining.



Fish farms.



Ponds to raise fish have been built in previously mined areas.



Raising fish for the farm.



Eucalyptus trees were planted in previously mined areas. Local people have chopped the trees for firewood, but they have grown back. That is what has given them such a strange shape.



Heipang gullies were built by the government to stop erosion caused from abandoned tin mining sites.



Heipang gullies provide drainage into previously mined areas.



The edge of a previously mined area.



The government planted Eucalyptus trees along the edge to prevent further erosion. They found out that the root system actually caused further erosion.

NIGERIA LESSON PLAN

TRADITIONAL MUSICAL INSTRUMENTS

by Natasha Cooper

INQUIRY QUESTIONS

What are the four categories of traditional musical instruments in Nigeria?

How does traditional music define Nigerian culture?

OBJECTIVES

Students will understand the four categories of traditional Nigerian music.

Students will be able to explain and display an example of the four types of instruments in a poster.

Students will be able to apply knowledge as they create their own traditional Nigerian instrument.

STANDARDS

Standard 4: The geographically informed person knows and understands the physical and human characteristics of place.

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

THEMES

Region

Place

MULTIPLE INTELLIGENCES

Verbal/Linguistic

Musical/Rhythmic

Bodily/Kinesthetic

MATERIALS

Background Information

Paper

Markers

Colored Pencils

Supplies to make musical instruments

ACTIVITY Approximately 2-5 days

1. Students will work in groups and read background information on music.
2. Students will then make a group poster displaying an example of the four categories of traditional Nigerian instruments.
3. The teacher will model how to construct musical instruments.
4. Students will then apply what they have learned and construct a traditional musical instrument.
5. Students can work in groups to create a song or dance with their musical instrument.

ASSESSMENTS

Poster will be graded on the following Rubric

- 3 - Very complete, truly understands the four categories of traditional musical instruments through application.
- 2 - Good, but could be more complete.
- 1 - Very incomplete, did not apply information to the poster.

Instrument Rubric for grading.

- 3 - Worked hard on instrument and followed directions.
- 2 - Good, but could have spent more quality time on construction and design.
- 1 - Poor, little understanding and effort given on musical instruments.

Traditional African Music

There are various legends and myths about the origin of musical instruments among ethnic groups. In the Yoruba ethnic group, musical origin center around a personality named Aryan. He taught the Yoruba families the art of drumming. The Ijaw of the Rivers State have musical instruments associated with their mermaid dances. They believe humans did not invent the instruments, but they were copied by ancestors who spied on the gods, goddesses, and mermaid of the sea.

Musical instruments play an important role in the lives of Nigerians. Singing and dancing accompanies the musical instruments at social festivities such as weddings and funerals. Traditional musical instruments announce the opening of a war or festival. They may also accompany the arrival and departure of a visitor to and from a royal palace. Musical instruments also play an important role in religious ceremonies.

An important aspect of traditional instruments is that they should be played so they reproduce the tonal sounds of the player's tongue. A musician is evaluated on how poetic his playing is rather than the melody or rhythm. Traditional musical instruments give more happiness than the human voice alone. When musical instruments are played, they appeal to the eye. Elaborate decorations may be made on the musical instruments. Many of them have symbolic figures on them or gods.

The first category of traditional Nigerian musical instruments is the Chordophones. Chordophones are often referred to as string instruments. They make a sound through a vibration of a cord or a string. The string may be of fiber, hair, twisted skin, or metal wire. Friction, striking, or plucking may make the sound. The sound is usually very quiet so usually a resonator is needed. A resonator is often made out of wood or calabash. The sound depends on the string length, degree of tension, and the weight of the string. Chordophones are often referred to as melody instruments and are common in Nigeria, especially in the north. If the strings are vertical, the instrument is called a harp. If the strings are plucked, the instrument is called a lute. If a bow is used across the chordophone, it is called a violin or a bowed lute.

Membranophones are instruments, which make sounds by striking with the hands, stick, or leather thongs. A membrane material is stretched over a frame and it is attached through pegs or hide strips. Drums are the most common membranophones and they are the most popular

instruments in Nigeria. Sizes of drums vary from very small ones to ones that reach 12 feet. Shapes vary from cylindrical, barrel like, and even hourglass. Wood is the most common material used for the frame, but pottery and gourds are also used. Some drums are covered on one end while others are covered on both ends.

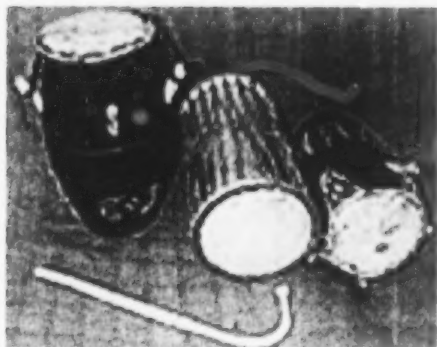
The position of playing drums depends on size and shape. Some of the drums are placed on the ground, on a stand, between the knees, or slung over the shoulder of the player. The talking drum is the most famous in Nigeria. This is well known among the Yorubas and Ibos. It is named the talking drum because it is to be used to imitate speech and send messages, which recite history and sing, to the chiefs.

Idiophones are instruments, which are capable of making sounds by themselves when they are hit or shaken. Balls, rattles, xylophones, and sansas are examples. Wood, metal, calabash, and bamboo are commonly used to make idiophones. Shapes and sizes vary from place to place. These instruments are mainly used for background sounds. Leg rattles are often used by dancer to provide music to dance to.

Acrophones are often referred to as wind instruments because the sound is made by air. The most common acrophone is the flute. The player blows air through one end of the acrophone and the air passes through the end creating a sound. The longer the flute, the lower the sound it will produce. Some flutes have holes so the sounds can be manipulated by covering the holes. Trumpets are also acrophones and are usually end blown. Trumpets are made of joined sections of calabash, bamboo, or metal. An oboe is also an acrophone and sound is made as vibrations go across a reed.

Constructing Traditional African Instruments

Drum



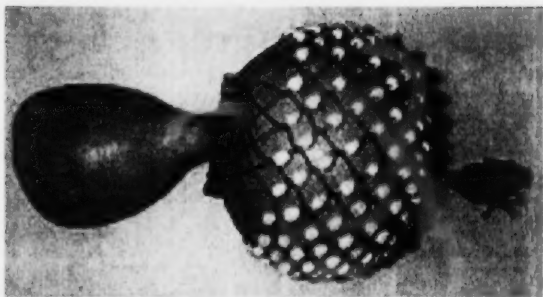
Materials: Tire inner tubing (A tire store will usually donate this), empty tin cans, string

Directions:

1. Cut the inner tube into two small circles bigger than the bottom of the tin.
2. Cut out the bottom of the tin and remove the lid.
3. Use a large nail to make holes around the edges of the inner tube circles.
4. Cover each end of the tin with the inner tubes.
5. Thread string alternately through the holes in the inner tubes at both end until the rubber is held all around both ends of the tin.
6. Pull the string tightly together and tie a knot to secure the rubber tightly.

Information about Talking Drums can be found at
<http://www.acslink.aone.net.au/christo/inrec001/inr00003.htm>

Shaker



Materials: Calabash or gourd, bead or shells, and string

Directions:

1. Join the beads or shells together with string in rows.
2. Cover your gourd with beads or shells.
3. Shake your Sekere.

Leg or Arm Rattle



Materials: 24 bottle caps, a small nail or beads instead of bottle caps, and string.

Directions:

1. Use the nail to make a hole through the center of each bottle top.
2. Pull the string through each bottle cap or bead grouping them in pairs so they face each other.
3. Tie and knot the string together.

Lute



Materials: Cereal box or top of a shoebox, scissors, string. You may purchase music strings at a music store if desired. Use markers and paint to decorate the lute.

Directions:

1. Cut a hole in the middle of the shoe box or cereal box.
2. Put strings across the opening and glue or tape down the strings tightly underneath.
3. Using paint or markers, have students decorate their lutes.

NIGERIA LESSON PLAN

TRAFFIC AND TRANSPORTATION IN NIGERIA

by Chris Joslin

INQUIRY QUESTION:

How is Nigerian transportation different from transportation in the U.S.?

OBJECTIVES:

Students will understand traffic and transportation problems Nigerians face.

STANDARDS:

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.
- Standard 4: Physical and human characteristics of places.

THEMES:

Human-Environment Interaction
Movement
Place

MULTIPLE INTELLIGENCES:

Visual Spatial
Intrapersonal
Interpersonal

Bodily Kinesthetic

MATERIALS:

Masking tape

Blank maps of Nigeria with city names

Nigerian map with airports, railroads, and highways (for teacher's answer key)

Nigerian population map

Nigerian topography map

Student interviews – found in lesson Getting to Know You and Others

Pencils/Paper or Notebook

Photos of Nigerian vehicles

ACTIVITY:

I. Writing or Oral Brainstorming:

What kinds of problems do we face in our own traffic? If the age group that you are working with does not drive, ask them to think of problems that they have seen riding with their parents or relatives. What kinds of traffic problems could arise in the developing world/Nigeria? Ask questions about driving in the U.S. and some of the differences around the world. Give examples of different signs and driving laws: British drive on the left-hand side, roundabouts, and other oddities from U.S. driving methods.

Discuss the logical way to travel on roads. Ask for examples of people breaking the "norm" on driving in the U.S., and ask why these things are that way.

Examples:

- A farmer drives a truck out into a field. Why? To get corn loaded from a combine.
- A driver decided to make a U-turn. Why? He/she missed the turn.
- Speed limits, why do we follow them? For fear of getting a ticket, fine, etc.

II. (These activities can be done prior to or following lessons on population distribution. If done prior to population, the inquiry questions can center on discovering clues on the transportation maps that would predict high population centers. If done after

information on population was discussed, the question could be to decide where money would be most effectively spent to repair or construct new highways, airports or rail lines.)

On a map of Nigeria locate the following cities and mark them with a symbol that would indicate an airport (airplane or geometric symbol):

Abuja, Calabar, Enugu, Jos, Lagos, Maiduguri, Benin City, Port Harcourt, Yola, Makurdi, Ilorin, Kaduna, Sokoto, Kano.

Brainstorm why airports would be located in these cities. Is one area more highly serviced than another? What may be the reason for this?

On the same map of Nigeria draw lines between the following cities indicating rail lines:

Lagos to Kano, Port Harcourt to Kaduna with a spur to Maiduguri starting 50 miles WSW of Jos, Zaria to Kaura Namoda, Kano to Nguru.

Brainstorm why railways would be in these areas. Through what type of terrain does each lie?

On the same map draw lines and label as interstate highways (carriageways or divided highways) from these cities: Lagos to Ibadan, Ibadan to Benin City, Enugu to Port Harcourt.

Brainstorm again why these highways would be of importance and how they would impact the economy.

- Compare this map to a population map. What conclusions can you draw? Did the population map reflect the need for transportation?
- Compare this map to a vegetation/topography map. What conclusions can you draw? Did the topography map give any indications as to why transportation routes are located where they are?
- Looking at the population distribution, topography and climate maps, where would money be most wisely spent in Nigeria? For repair on existing roads, railways or airports or the construction of new ones?

- III. For 2-3 days or longer, have the students keep individual travel journals that list the following: date and time, purpose of trip, mode of transportation, miles driven/ walked/bicycled, road conditions (excellent, good, poor, under construction).

Have them compare their travel experience with what they might find in Nigeria by using the student interviews also located at this website. Compare the modes of transportation that students in their community use to get to school to the ways students in Nigeria get to school.

Have them write up their reflections on what this information tells them about the culture of the U.S. compared to that of Nigeria.

- IV. Using the photos of cars, buses, taxis and danfos in Nigeria, have the students look for pictures of taxis and buses in their community.
- Compare and contrast transportation in Nigeria to that in their community. What factors would account for the similarities? What factors would account for the differences? Use a Venn diagram to illustrate this.
 - Divide the class into small groups. Assign each group a country or region of the world. Countries may vary but include countries from all continents and socioeconomic levels (for example: Australia, Chile, Costa Rica, France, India, Italy, Japan, Kenya, Syria). Have each group look for modes of transportation in encyclopedias or National Geographic magazines. Compare Nigeria to other African countries; to other Third World countries; to European, Asian, and Central/South American countries. What similarities can be found? Is transportation related to wealth, population, climate or topography?
 - Have each group present their findings to the class. Build a graph that compares types of transportation, population, size of the country, gross national product, length of roadways and railways.
- V. Discuss the role transportation plays in our lives.
- Use a "spider" with the theme "transportation" in the middle. Ask the students to think of categories of transportation, such as air, rail, highway, city, etc. Ask the students to think of what types of vehicles use each type of transportation. (airlines, air freight, truck, semis, tankers, refrigerator trucks, freight trains, passenger trains, city

busses, school busses, intracity buses, taxis, private cars and vans, bicycles, foot, motorcycles, mopeds).

- Divide the students into groups of two or three, have them brainstorm the role of each type of transportation, i.e. recreational, transportation of goods vs. people on airlines and what benefits are gained from each.
- Compare the use of transportation in Nigeria. What does the lack of reliable modes of transportation mean to Nigeria in relationship to the role it plays in the U.S.? What does the use of recreational vehicles say about the U.S. in comparison to Nigeria? How does the lack or abundance of transportation systems affect a countries progress/wealth/health?

VI. Before starting this activity be sure to emphasize safe speeds.

This activity will illustrate what traffic is like in Nigeria. Other than actually going there and experiencing it, the students will be able to describe some of the frustrations and problems of traffic in Nigeria. The traffic in Nigeria is controlled but under-controlled and when enforced it still has problems. The biggest problem for Nigerian traffic is the cost and maintenance of traffic lights. The electrical service in Nigeria is unreliable and unpredictable so often times the limited number of traffic lights are not working.

1. Use tape to make a four lane road with a median that would fit your entire class comfortably.
2. The first activity will show what traffic might be like in an uncontrolled situation.

Each student will be given an assignment to do once the whistle has been blown. Assign a number of students to the following motions: stop, slow down, turn to the left or turn to the right, or turn around. Discuss with students what problems occurred. After discussing, repeat the activity to see if the students can find an alternative to running into each other such as communication (hand signals, horns, talking), waiting for each other, taking turns, going outside of the "road" area, etc. After the second time is tried ask the students to think about what we use to control traffic flows in the U.S. Traffic lights and stop signs do some of the work, but as we know, some people still do not always follow them. Another activity you could do is for the teacher to be a police officer and stop selected students giving them a "shakedown". Ask questions such as "Why is your tail light out?" or "May I see your drivers license?" After completing this activity

discuss the problems that developed along the roadside disrupting the flow of traffic.

3. Use tape creating an intersection where two roads intersect. This activity is to show how traffic lights aid in the flow of traffic. Appoint a student to act as a traffic light. That person will decide which road may cross the intersection. This demonstrates the controlled traffic situation found in the U.S.
4. The next activity is to experiment with a four way uncontrolled intersections using four students. At first, allow the students to approach the intersection (at safe speeds) all at the same time. They will either collide in the center or slow down to allow others to pass through the middle. Then add four more students for a total of eight. Keep adding four students at a time until the entire class has participated.
5. Ask what things we use to control traffic at intersections. Have one person serve as a traffic officer and allow them to dictate how the traffic will flow. Mention that you notice how orderly the traffic can flow with a traffic officer. If the traffic is still not flowing well, suggest things they could do to improve traffic flow and safety.

ASSESSMENTS:

1. After the activity debrief the class by asking them to write about the activity. Ask them what their role in the activity was, what they thought was hard to do, what was frustrating, what could be done to make it easier or safer, etc.
2. Have the students design a transportation system for Nigeria for the future. It must include the following elements: how climate will affect it, how topography will affect it, how much it will cost the individual traveling. With the use of maps and/or other props, have the students present their proposal to the class. This activity could include artwork and three-dimensional models.

BACKGROUND INFORMATION

CLIMATE AND TERRAIN

Motorized travel in Nigeria can be a challenge. It is limited by several factors. Lack of resources make improvement and repair of roads, boat docks, airports and railways difficult. Topography is another restrictive factor. The arid areas to the north are much different from the tropical rain forest in the south and delta area with each area having unique problems. Being the furthest from oil supply, the north often suffers from lack of fuel. Lack of funding to bridge many of the small rivers limits travel in the Delta region to boats. Nigeria's climate is also a factor. Many roads have little or no effective drainage; very few have culverts or side ditches. With frequent heavy downpours during the rainy season (April to October) many roads become impassable, as the water has no place to go. This causes flooding that erodes the roadways. Without funds to maintain roads, many are in a constant state of disrepair. (Refer to lessons on topography and climate.)

Adding to the weather and terrain, roads typically have few or no speed limit signs or warning signs to alert the motorist of curves, hills, intersections or problems with the road itself such as large potholes or eroded road beds.. Law enforcement is minimal except for sporadic roadblocks of armed policemen who check for registrations and other "irregularities".

CAR OWNERSHIP

Few people own private cars. The cost of maintenance is prohibitive to most Nigerians. If long distance transportation is needed, most will likely hire a car and driver for the day or for an out-of-town trip. The car usually belongs to the driver or to a business. The drivers are skilled but rarely licensed since licenser is non-existent. Another way to travel is to stand by the side of the road until someone in a car or truck stops. Early in the morning and late in the afternoon, at points of intersections of main roads, there can be a long line of people standing at strategic spots, usually a wide spot in the road. These are commuters who are waiting for rides. Private cars will stop and a price will be negotiated for the ride. This informal system of carpooling has two benefits. The rider gets to his/her destination and the driver receives some money for his (rarely her) trouble in making transportation costs less. Traveling for recreational purposes is limited to those in the highest wage brackets.

INTERSTATE TRAVEL

What are called "interstate" highways in the U. S., are called carriageways in Nigeria. There are not many miles of divided highways in Nigeria. The primary routes go from Lagos to Ibadan, Ibadan to Benin City, and Port Harcourt to Enugu. There is no speed limit on them and very few access ramps. It is common to see cars and vans driving through the median to cross into oncoming traffic in order to make a left turn. It is also common for many breakdowns. Drivers uproot small clumps of vegetation from the ditches and place them on the roadway in order to warn traffic to merge around the stalled vehicle much like triangular warning signs used by truck drivers in the U.S. Drivers passing the stalled vehicle often create a slowdown. Other drivers avoid this slowdown by driving through the median, often a small ditch 2- or 3-feet deep, and proceeding along the left shoulder of oncoming traffic. If oncoming traffic is thin, the drivers often drive in the inside lane. Those oncoming vehicles must then merge into the right lane and/or the outside shoulder. Once past the obstruction the cars are driven back through the median to the correct side of the road.

As with city traffic, the horn is the most used tool on the car. One honk lets the car ahead of you know you want to pass, another honk is given after passing to let them know you appreciated their attention while you were passing. Horns are also honked to show irritation and to warn other drivers and/or pedestrians that may be in a direct line of contact. Driving without honking the horn is considered discourteous and dangerous.

TRAVELING AT NIGHT

Driving at night is only for the brave - or foolhardy - for two reasons. First, it is not considered manly (very few women drive in Nigeria or, if they do, they don't drive very long distances) to drive with one's lights on lest they put stress on the battery or show that one's eyesight is not good. Second, armed bandits are frequently on the carriageways and on other main roads at night. With very few overhead lights, the lack of headlights and the potential for armed robbery makes night driving very stressful as well as imprudent.

MASS TRANSPORTATION

Buses run between most major cities. Formal and informal bus depots located at the edge of the city closest to the city of destination. Passengers congregate at the location during the morning and negotiate a price. Once a bus has enough passengers going to a certain destination, the bus will leave. If there is not enough daylight left to travel safely, some buses will delay departure until the next day

or travel only part of the distance before stopping for the evening. Passengers must provide their own food and sleeping arrangements. Often the buses are filled beyond recommended capacity. Buses are owned privately or by companies who run them primarily for their employees.

Another inter-city mode of transportation is a small truck commonly called a "mammy wagon." These are used to carry goods from city to city, but they often fill up any extra space with passengers. These trucks are colorfully decorated with sayings painted on the sides such as "Jesus saves. Slow down, save lives." All prices are negotiable. Riding on a mammy wagon is cheaper than a bus but is not as comfortable. (Comfort in either mode of transportation is relative!)

CITY TRANSPORTATION

In-town transportation comes in a variety of forms. Modes of transportation include, taxis, taxi-vans commonly called "danfos," private cars that are hired out by the day with a driver, personal family cars, scooters, and by foot. All fares are negotiable depending upon the number in the party and the distance to be traveled. Fares are also dependent on whether the passengers are Nigerian or foreigners. The average taxi is a small car, which seats four people and the driver. A danfo is a van which seats seven people and the driver. This does not mean that more people will not be accommodated; often both taxis and danfos carry as many passengers as can squeeze into the vehicle. Danfos have an additional staff member. He is the "conductor" who arranges fare agreements and keeps track of delivery points. He is often to be seen holding onto the frame of the van while hanging out the door in order to locate potential fares. Taxis and danfos charge an average of 25-50 Naira (=U.S.\$0.25-\$0.50) per rider. Scooters operate in the evening in certain locations. They often do not use their headlights, but due to limited traffic they are able to navigate relatively safely. They are used for short distances, and charge 10 Naira (U.S.\$0.10) per rider, and they can hold up to two passengers in addition to the driver.

AIR TRAVEL

Nine airlines have regularly scheduled flights between Lagos, Kano, Abuja, Enugu, Jos, Kaduna, Maiduguri, Yola, Calabar, and Port Harcourt. Airfares vary from \$25 to \$40 but since the average household income is only \$300 per year, very few Nigerians can afford to fly. Travel to Europe is even more cost prohibitive at \$1000-\$1500, a full three to five years income! There are three international airports, Lagos, Kano and Abuja, none of which had been sanctioned for travel

by the U.S. government due to lack of security as well as lack of maintenance. Recent events have indicated the Lagos airport (Murtala Mohammed International) is being reconsidered for the reopening of service by U.S. air carriers in the near future.

RAIL TRAVEL

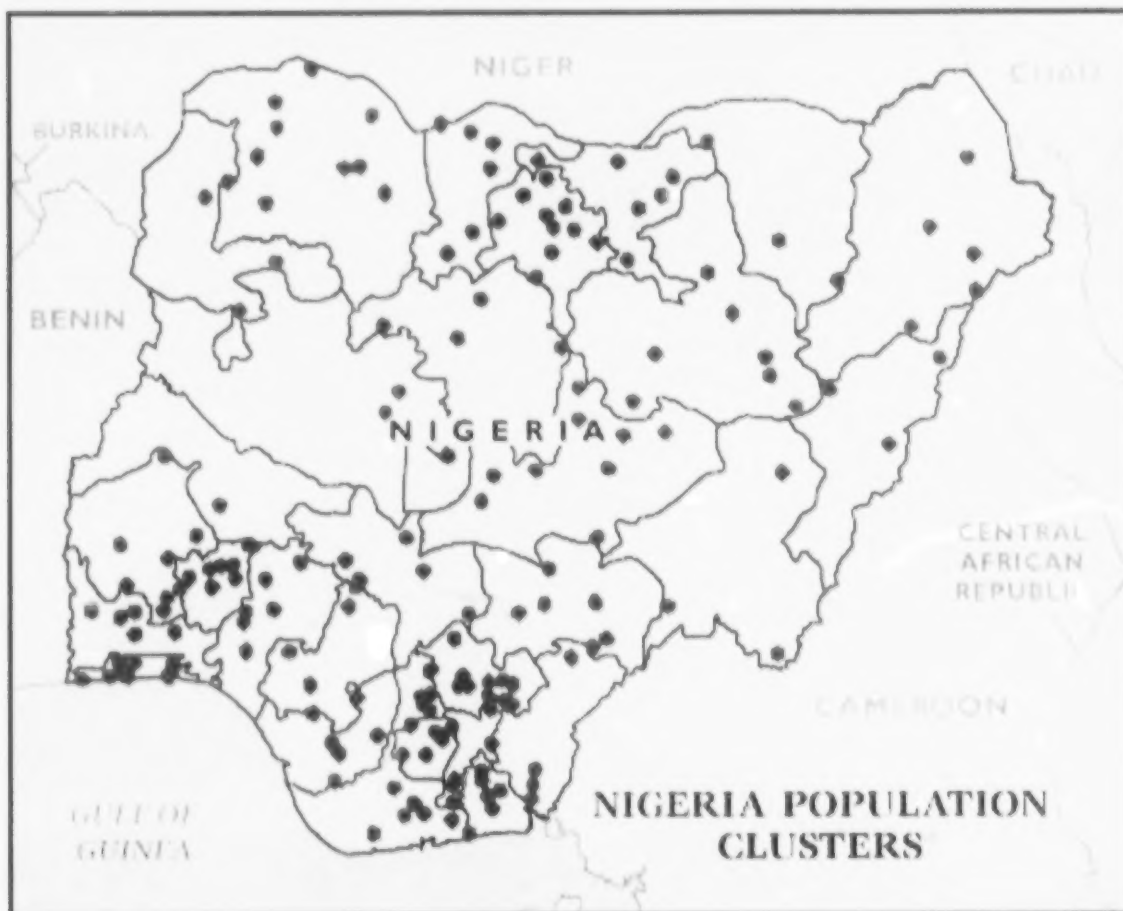
Rail travel is erratic and often undependable. There are 3500 kilometers (2187.5 miles) of rail lines with the main routes from Lagos to Kano, Port Harcourt to Kaduna with a spur to Maiduguri, Zaria to Kaura Namoda, and Kano to Nguru. The average price per trip is \$25 to \$40. Spare parts are difficult to find, so when lines, engines or cars are in need of repair the rails may be shut down for several months.

MORE BACKGROUND INFORMATION can be found in the attached article: *Transportation and the Movement of People in Nigeria – some tentative notes.*



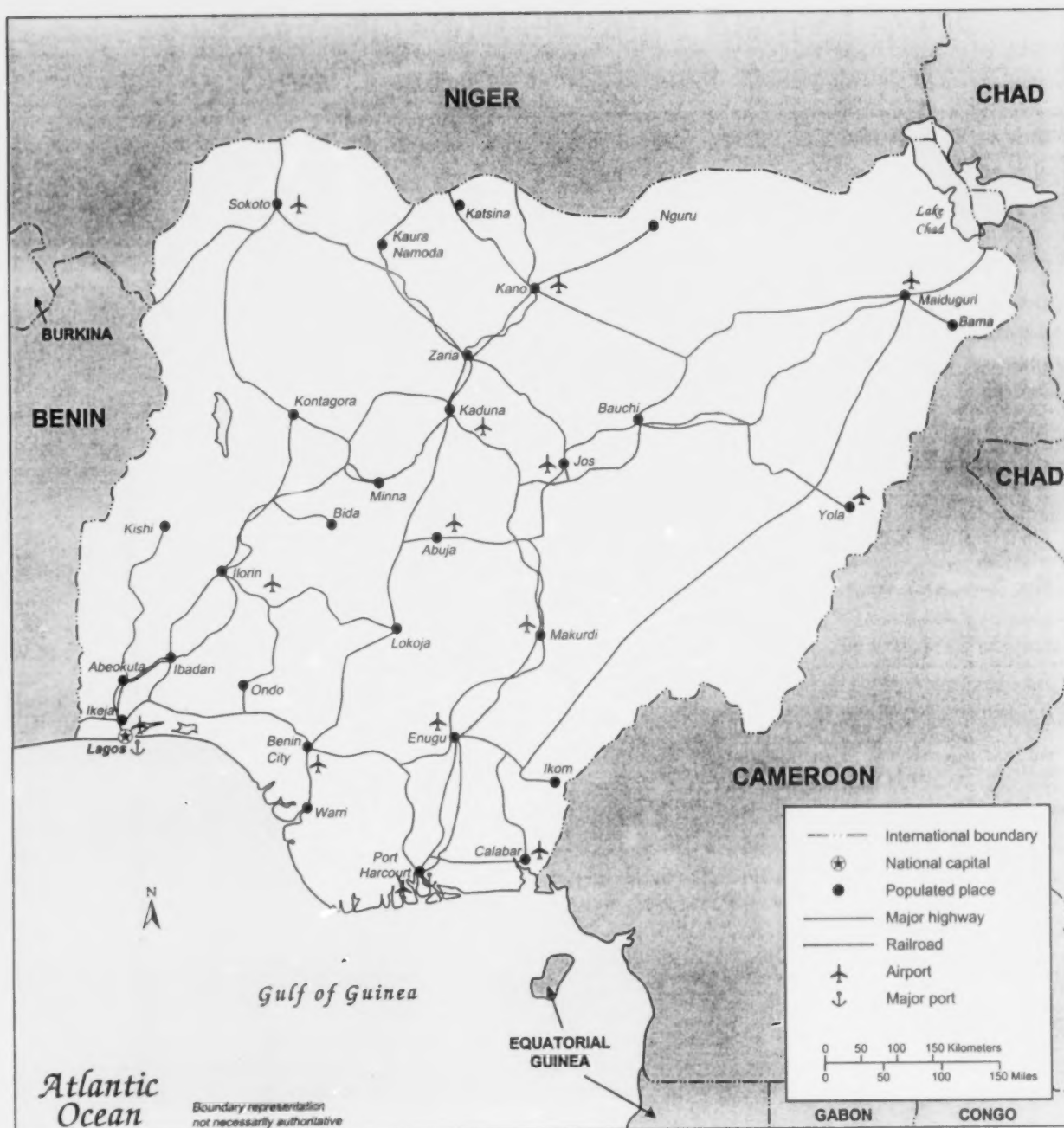
Map of Nigeria with City Names

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Nigerian Population Map

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NIGERIA BACKGROUND INFORMATION

Transportation and the Movement of People in Nigeria some tentative notes

By Brennan Kraxberger

There is some variation by region. This is at least partly due to income differentials between the North and the South. Since the Southern part of the country is generally more prosperous, people typically have more budgetary income to devote to transportation. Another indicator of this regional difference in the movement of people is the frequency of scooters and small motor-bikes in the northern part of Nigeria. Informal, intuitive observations in Jos and Kano (northern cities) and Abeokuta, Ibadan, and Benin City (southern cities) as well as discussions with Professors Mike Filani and Stanley Okafar at the University of Ibadan indicate that scooters and motorcycles are much more commonly used in the northern half of the country. These observations on motorized bikes are also relevant to non-motorized bicycles. Rural people in the North are much more likely to rely on bicycles for part of their transportation needs. This reliance on bicycles is influenced by a complex set of economic, cultural, and environmental factors. As mentioned earlier, economic inequality and poverty are more pronounced in the North, making bicycles much more affordable when compared with cars. Also, the physical environment of the North is savanna. Savanna regions have widely spaced trees and less dense undergrowth when compared with the forested regions of the South. These characteristics make the North more amenable to the use of bicycles. This is not to say that people in the northern part of the country do not make use of cars, only that they have a relatively greater reliance on bicycles for their daily transportation needs.

With respect to road travel, it is important to evaluate the extent and quality of the road network. In terms of the extent of the road network, the federal government has done much in the last fifteen years to improve the coverage of Nigeria's road system. One outstanding example is the work of the Directorate of Food, Roads, and Rural Infrastructure (DIFFRI), which in the late 1980's embarked on a campaign to construct approximately 60,000 kilometers of new rural roads. As can be seen from a tour of rural areas, many roads that have been constructed are in a terrible state of disrepair. As with so many things in post-oil-boom Nigeria, many rural (and urban) roads have not received adequate maintenance. Poorly-maintained roads are particularly problematic in the rainy season (approximately March to October). In fact, some rural areas are only accessible by car in the dry season. July field trips on Nigeria's Jos Plateau proved these points well enough. Many rural roads in the Plateau region cannot be safely travelled at speeds exceeding 25 to 30 miles per hour. The slow rate of travel is necessary given the large and frequent potholes that mark the many rural roads. Certain stretches of rural roads are so bad that motorized vehicles have bypassed the original roadway to form new dirt tracks. Other portions of rural roads have been reduced to one lane. The road network of the Jos Plateau is indicative of the poor state of maintenance of many rural roads. Even though a good network of colonial-era roads existed (partly due to

the intensity of mining activity on the plateau), many of these roads have not been maintained in the post-independence period. Proper maintenance is critical because rainstorms can be tremendously intense. Thus, small areas of road decay can very rapidly expand under the forces of erosion and weathering in the rainy season. Much of the problems associated with the erosion of roadways are compounded by the lack of adequate drainage infrastructure (which also makes driving hazardous during heavy rains). While Nigerians are not forced to address maintenance problems derived from recurrent freezing and thawing (like temperate areas of the United States), they do have to deal with intense seasonal rain.

Although urban roads are in better condition than most rural roads, maintenance of roads is also a problem in the cities. Since the collapse of oil prices in the early 1980's and implementation of a Structural Adjustment Program in 1986, state budgets have been extremely tight. Fiscal austerity has also been exacerbated by corrupt military regimes that have funnelled state revenues into non-productive projects (often contracted to firms owned by military leaders) or foreign bank accounts. Although almost all urban roads are paved (Nigerians often say "tarred"), many have large pot holes or large sections where pavement has been eroded. An interesting scene in the city of Ibadan is the activity of informal road repair crews. Young men can often be seen filling city pot holes with dirt and rocks. In return for their unsolicited service, road users often tip these unofficial public workers. The work of these brave maintenance crews notwithstanding, Nigerian urban roads can still be very rough. The important point to note is that aside from uncomfortable travel, poor urban roads can cause bottlenecks in traffic and contribute to traffic congestion.

Another issue that directly relates to urban transportation is city planning. While the extent and effectiveness of planning in Nigerian cities varies to some extent, most urban areas are forced to deal with city regions where no formal planning was conducted. Hence, transportation routes are often confined to pre-existing routes that may not always follow optimum courses. A dramatic example of planning done after development occurred in the city of Ibadan in the 1980's. Under military direction, city workers bulldozed swaths of houses and businesses, making way for new streets. While this action probably improved traffic flow in certain parts of the city, it clearly violated the human rights of the people affected by the removal process.

One final area will be discussed on the issue of urban transportation. It is that of cost of transportation. Relative to the early 1980's when cars were relatively inexpensive, many people in Nigeria have trouble purchasing cars. As a result, there is presently a thriving market in Nigeria for used cars, many of them imported from other parts of the world (like Europe). Given the cost of new cars (and imported used cars), many people fix cars that would be discarded in more affluent societies (see pictures of "Mechanic Village" in Jos). One other aspect of Nigerian urban transportation is the notable lack of public transportation. While there have been several different programs and agencies established in the post-1988 period, government efforts to provide public transportation have been mostly failures. Thus, those without cars requiring long-distance urban transportation are forced to turn to the private sector. Taxis, "danfos" (small vans that hold about 10-15 people), and scooters provide urban transportation for many urban residents. One final issue to consider with respect to cost of transportation is the cost of fuel. It is ironic indeed that an oil-rich country such as Nigeria often has a scarcity of fuel. Two factors contributing to a discontinuous supply of oil are the reduced production capacity of Nigerian refineries and price controls imposed by the federal government. Low refining capacity means that Nigeria often has to import much of its petrol. Artificial price controls have led to the expansion of a black market in gas, making it difficult to find gas in certain places (especially the North) and at certain times.

It now remains to say a few words about inter-regional and inter-city transportation. First, most internal transportation is via land. Internal air traffic is low relative to a country like the United States. Second, many inter-urban land linkages are in good condition relative to rural-rural linkages.



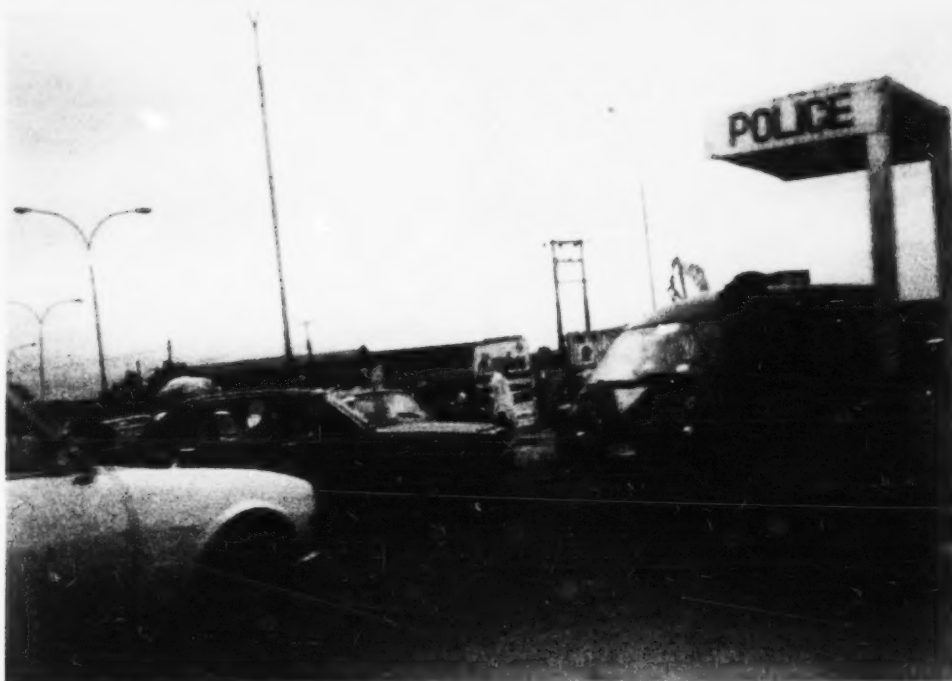
Rural Road



Traffic



Highway with Toll Booths



Police kiosk on a busy street corner.



Traffic



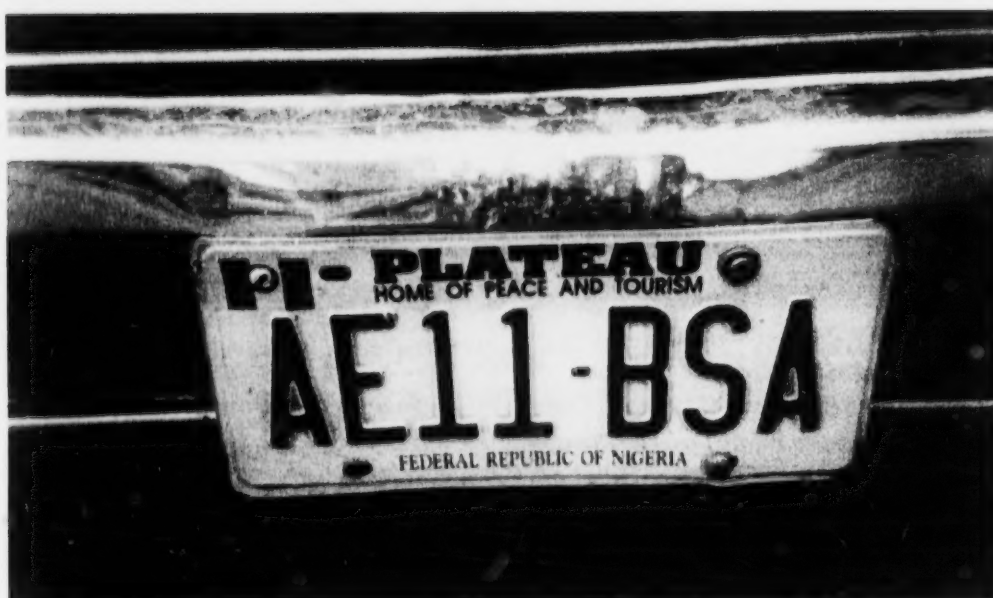
Red Van in traffic.



Yellow van on busy street.



Car with Pioneer logo.



License plate.



Vans are often used as taxis.



Taxis squeeze as many people as possible into them.



Motor scooters are often used as "taxis" for one or two people.



Buying gas at a gas station.



Fuel is commonly purchased from vendors along the side of the road after a price has been negotiated.



Cars are often pushed so that the driver may "pop" the clutch to get them started.



Buying a new tire.



Car body shop - Cars we would "junk" can often be made to look like new.



Car repair shop.



Car parts



Trucks are used to transport vegetables from the plateau region to the south until the southern crops are ready to harvest.



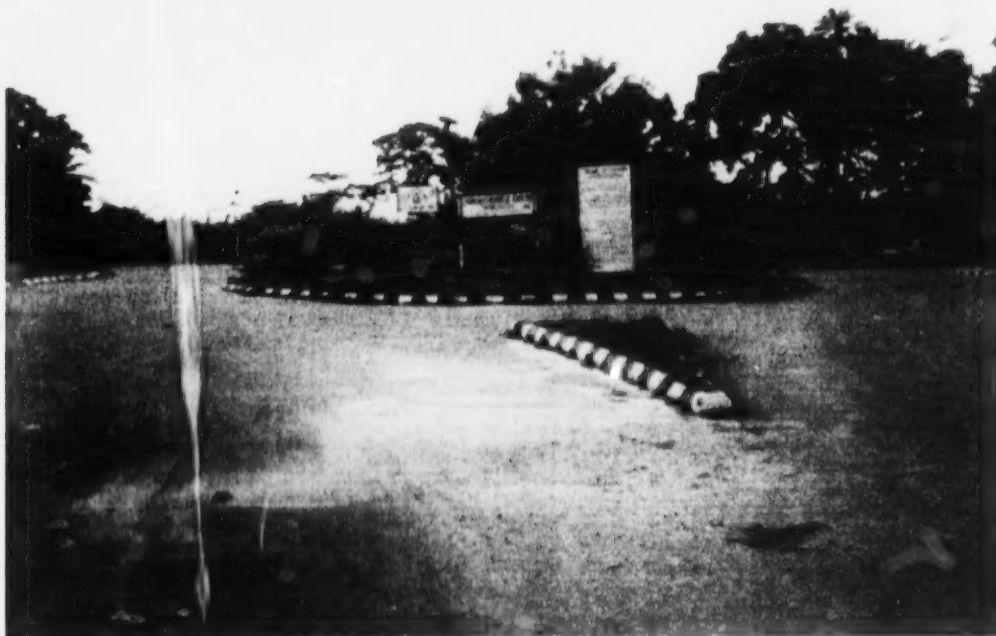
When a vehicles breaks down, tufts of sod and grass are placed behind the vehicle to warn oncoming drivers.



Tow trucks cruise the highways in search of broken down vehicles. They may drive on the wrong side of the road to reach the disabled vehicle.



Drivers need to be alert because animals roam freely about the city.



Roundabouts are located at some intersections.

NIGERIA LESSON PLAN

TRAFFIC FLOW IN NIGERIA

by Dan Walsh

INQUIRY QUESTION:

How is Nigerian transportation different from the transportation as we know it in the US?

OBJECTIVES:

Students will understand what traffic is like in Nigeria.

STANDARDS:

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Standard 4: The physical and human characteristics of places.

THEMES:

Movement
Place

MULTIPLE INTELLIGENCE:

Visual/Spatial
Bodily/Kinesthetic
Interpersonal
Intrapersonal

MATERIALS:

Masking tape
Assignments for students
Whistle

Background Information

Transportation and the Movement of People in Nigeria – some tentative notes is attached

How to be a Nigerian by Peter Enahoro ISBN# 978-029-021-4

section 13 "Taxi Drivers" Pages 52-53

section 14 "The Maulers" Pages 54-56 (Mammy Wagons)

Video clip of Nigerian Bus driving or Traffic Jam.

ACTIVITY:

Writing or Oral Brainstorming:

What kinds of problems do we face in our own traffic? If the age group that you are working with does not drive ask them to think of problems they have seen riding with their parents or relatives. What kinds of traffic problems could arise in the developing world/Nigeria? Ask questions about driving here in the US and some of the differences around the world. Give examples of different signs and driving laws. British on left hand side, round about, and other oddities from US driving ideas.

Logical ways to travel on roads. Ask for examples of people breaking the "norm" on driving in the US and ask why these things happen.

Examples:

1. A farmer drives a truck out into a field...Why?
To get corn loaded from a combine.
2. A driver decides to make a U-turn. Why?
Because they missed their turn or some other reason.
3. Discuss speed limits, why do we follow them?
Fear of getting a ticket, fines, etc.

SUMMARY:

This activity will illustrate what traffic is like in Nigeria. Other than actually going there and experiencing it, the students will be able to describe some of the frustrations and problems of traffic in Nigeria. The traffic in Nigeria is controlled but under-controlled and when enforced it still has problems. The biggest problem for Nigerian traffic

is the cost and maintenance of traffic lights. Everything in Nigeria has value...Traffic lights, even though their practical value is small to us in America. In a country as economically depressed as Nigeria is, anything that left out has the possibility to be stolen and sold for a profit. This can be seen in our own country as well, so it is a problem that affects everyone. How many stereos get stolen a week from cars parked on the street? If we look at vandalized public property we can see it happens in the US, just the same as any other place in the world. This may be instructive if the students say, "Well, that doesn't happen here." Things like this do happen and possibly would more often if our economy were having the same problems as Nigerias economy. Not only is the value of objects important, but maybe more importantly the electricity of Nigeria is not always reliable. Traffic lights need sensors and electricity to power them, if the power goes out, the traffic lights will too. The thing to remember about Nigerians can best be described by a quote the staff from the University of Jos repeatedly told us, "Nigerians do the best they can with what they have." They survive with the things that are available and do not panic about the things they are lacking.

Preparation: Use masking tape to make a rectangle shaped area about the size of a sidewalk on each side with a median in the center in a size that would fit your entire class comfortably, this will serve as your "road".

Before starting the activity with your students be sure to emphasize safe speeds.

1. The first activity will show what traffic might be like in an uncontrolled situation.
 - A. Each student will be given an assignment to do once the whistle has been blown. Some will be assigned to stop, slow down, turn to the left or turn to the right, or turn around.
 - B. Once this has been tried, do it again to see if the students can find an alternative to running into each other, such as communication (hand signals, horns, talking), waiting for each other, taking turns, going outside of the "road" area, etc.
2. Ask the students to think about what is used to control traffic in the US. Traffic lights and stop signs do some of the work, but as we know, some people still do not always follow them.

Try this activity using only one direction of traffic and then try two directions of traffic if the group cooperates on the first activity. This activity is to show how traffic lights aid in the flow of traffic.

3. An additional activity you could do would be to stop selected students and give them a "shakedown", asking questions like, "Why is your tail light out?" "May I see your drivers license?" This also leads to problems along the roadside and disrupts the flow of traffic.
4. The next activity is to experiment with a four way intersection. This can also be done using a taped out area in a gym or playground.
 - A. Choose four students to begin the activity. Allow the four students to approach the intersection (at safe speeds) all at the same time. They will either collide in the center or slow down to allow others to pass through the middle. Then add four more students, for a total of eight. Keep adding four more students until the entire class is participating. Again ask what things we use to control traffic at intersections.
5. Choose one person to serve as a traffic officer and allow them to direct how the traffic will flow. Notice how orderly the traffic can flow with a traffic officer. If the traffic is still not flowing well suggest things they could do to improve traffic flow and safety.

ASSESSMENT:

After the activity debrief the class by asking them to write about the activity. Ask them what their role in the activity was, what they thought was hard to do, what was frustrating, what could be done to make it easier or safer.. etc.

NIGERIA LESSON PLAN

UNDERSTANDING THE WISDOM OF A PEOPLE

by Kathy Sundstedt

INQUIRY QUESTION:

Are Yoruba values similar to yours?

OBJECTIVES:

Students will compare Yoruba and United States values.

STANDARDS:

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

THEMES:

Place

MULTIPLE INTELLIGENCE:

Verbal/Linguistic

MATERIALS:

Proverbs

BACKGROUND:

Wisdom is often collected in short, easy to remember sayings called proverbs. Proverbs tell us what people value, they tell us what people think is right, good, or important. These are Yoruba proverbs. The Yoruba live in southwestern Nigeria. Nigeria has more people than any country in Africa. In population, it is one of the ten biggest countries in the world.

ACTIVITY:

1. Give the students a copy of the worksheet with the list of Yoruba proverb and the list of values shown in the proverbs.
2. Match the proverbs to the values. If both sets are matched correctly, the message "Worlds of Wisdom" will be formed.

PROVERBS WORKSHEET

Set 1

DIRECTIONS:

Match the proverbs to the values. If you match both sets correctly, you will find another message!

Yoruba Proverb	Values Shown in Proverb
1. The river that forgets its source will dry up.	D. People don't always like to learn the truth.
2. The crowning of the lion is not without the Creator's sanction.	L. Do your work and do it carefully
3. To be happy in one's home is better than to be a chief.	O. What happens is God's will.
4. Extreme haste and slothfulness may lead to the same result.	R. Happiness is more important than power.
5. The truthful person is considered the difficult person in the community.	S. Its smart to learn from other's mistakes.
6. Making use of the wisdom of others prevents a person from being considered stupid.	W. You should remember where you came from; remember your people.

Vocabulary

- 3. sanction: agreement
- 6. haste: hurry
- 7. slothfulness: laziness

PROVERBS WORKSHEET

Set 2

DIRECTIONS:

Match the proverbs to the values. If you match both sets correctly, you will find another message!

Yoruba Proverb	Values Shown in Proverb
7. An eye for an eye perpetuates vengeance.	D. The bad you do comes around and hurt someone you care about.
8. He who cannot swim must not jump into a deep river.	F. Know your ability.
9. A friend is known for certain when one is in difficulty.	I. If you want to be forgiven, admit your error.
10. A person who accepts his guilt will not linger long in a kneeling position.	M. People will like you better if you're sweet and kind rather than scary and disgusting.
11. A person is judge according to the company he keeps.	O. Revenge doesn't solve the problem.
12. If one throws pebbles into the center of the market, they are likely to strike one's relatives.	O. Don't be wasteful
13. A spendthrift forgets that what is plentiful today may be scarce tomorrow.	S. Choose your friends wisely.
14. People lick not the hand that is soaked in blood, but the hand that is soaked in oil.	W. A true friends stays with you in good times and bad.

Vocabulary

- 7. perpetuates: continues
- 10. linger: stay longer
- 13. spendthrift: big spender

ASSESSMENT:

Use matched letters to write the hidden message about proverbs:

1 2 3 4 5 6 7 8 9 10 11 12 13 14

NIGERIA LESSON PLAN

NIGERIA AND AFRICA: USING MENTAL MAPS TO ORGANIZE INFORMATION

by Dr. Kay E. Weller - University of Northern Iowa

INQUIRY QUESTION:

How do life experiences affect a person's perception of a place based on mental maps.

OBJECTIVE:

The student will draw mental map of the world from memory.
The student will draw a mental map of Africa from memory.
The student will generate a list of their life experiences and write an analysis of how those experiences contributed to their perception of Africa as seen on their map.

GRADE LEVEL: 7-10

STANDARDS:

Standard 2. How to use mental maps to organize information about people, places, and environments in a spatial context.

GOAL:

To learn to generate mental maps and analyze them.

MATERIALS:

Line maps of Africa for each student, pull down map of the world, enough tracing paper that students can practice making maps a number of times, pencils.

TIME REQUIRED:

This may be something that you work on throughout a unit on Nigeria or throughout a semester as students work on mental maps.

PROCEDURES:

1. Have students draw a mental map of the world from memory and label as many countries, features, and cities on it as possible.
2. Have students pair with a neighbor and analyze by discussing why they have included what they did on their map.
3. Initiate the discussion by writing the following questions on your blackboard and ask them to discuss with a partner. What region/continent of the world is focused at the center of the map? (Likely the US) Why do you think that is the case? Are the continents realistic in their size? If not why do you think that you drew your map as you did? (Research shows that students tend to be egocentric and draw the world from the perspective of their own country.)
4. Next ask students to now draw a mental map of Africa labeling as many countries, features, and cities on it as possible. (This can serve as a location pre-test of knowledge about Africa and be repeated as a post test after students have practiced the activity.)
5. Students should generate a list of life experiences that will help them analyze why they included things on their maps and explain in an essay an analysis of their map with their life experiences list.
6. Have students hand in these mental maps.
7. Students should begin practicing the skill of drawing mental maps of Africa by giving them the student instructions included.
8. When you feel that the class has mastered this skill give the students an exam by generating a mental map of Africa that includes detail you feel is important.

ASSESSMENT:

Pass/fail for generating the original World and Africa mental maps.
One point per correct item on the mental map exam per your decision.

Creating Mental Maps: Student Instructions

1. Go to the window and trace the map of Africa, placing countries on it, several times, in block style.
2. When you have mastered this activity do the same thing from memory at your desk.
3. When you are able to do this from memory begin adding detail to your map. You will likely need to use an atlas so that your map looks more natural. Detail should include the list that follows: countries, Nile R., Lake Victoria, Congo R., Mt. Kilimanjaro, Cape of Good Hope, Atlas Mountains, Sahara Desert, Niger R., Jos Plateau, Kalahari Desert. (You may wish to generate your own list based on what you will be doing in the future.) You will need to practice this many times.
4. Practice the above activity from memory so that you will be able to complete this task on an exam.

EXTENDING THE LESSON:

- Have students ask a parent, guardian, sibling or friend to generate a mental map of the World and one of Africa. Have the student analyze the maps and write a reaction paper explaining their analysis.
- Have students interview the person who generated the map about their life experiences and analyze how those life experiences influenced their perception of Africa.

NIGERIA LESSON PLAN

WHAT'S IN A NAME?

"Oruko lonro ni" which means "Names affect behavior"

by Anne Hoeper

INQUIRY QUESTION:

How do Nigerian parents choose their child's name?

OBJECTIVE:

To be aware that Yoruba people believe the name a child bears can influence his/her behavior. Therefore, the names given to a child in Nigeria are chosen for their meaning.

STANDARDS:

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

MULTIPLE INTELLIGENCES:

Verbal/Linguistic
Intrapersonal

MATERIALS:

A book or web site with the meaning of American names

ACTIVITY: Approximately 1 class period. Assign worksheet as homework before conducting this lesson.

NAME WORKSHEET

1. How did your parents select your name?

Were you named after someone?

2. Was there a ceremony when you were named?
3. What day were you born?
4. Does your name have a special meaning or does it come from a special source?
5. Who selected your name?
6. What is the meaning of your name?

You may use the following web sites to find this information:

The Name Locator

<http://www.thenamelocator.com/index2.html>

Baby Center - Baby Names

[http://www.babycenter.com/babynames/meanings.jhtml?
CP_bid=](http://www.babycenter.com/babynames/meanings.jhtml?CP_bid=)

Baby Name Locator

<http://www.homepagers.com/names/index2.html>

Baby Names

<http://www.babynames.com/V5/index.html>

7. Discuss the Yoruba Naming Ceremony.
8. Visit a web site that explores a Naming Ceremony.
9. Examine some African names and their meanings.
10. Do you think that the Nigerian way of naming their child is a good way?

WEB SITES

For more detailed information on the Yoruba Naming Ceremony visit A Nigerian Yoruba Naming Ceremony in the Washington DC Area
<http://www.folklife.si.edu/vfest/africa/start.htm>

Meanings of Nigerian names can be found at Motherland Nigeria
<http://www.motherlandnigeria.com/names.html>

ASSESSMENT:

- Write a short paper comparing the way Americans and Yoruba Nigerians name their children.
- List similarities and differences in the naming procedures used by Americans and Nigerians.

BACKGROUND INFORMATION

Many Yoruba people believe names are meaningful and powerful. It is felt that the names children bear can influence their behavior. For example, if a child has the name of a thief, it will become a thief. A name can make or mar a person; therefore, naming a child is taken very seriously.

A child may also have more than one name. They may get names from their father, mother, and grandparents. They may also receive a Christian name when baptized in the church.

According to Yoruba tradition within seven to nine days after birth a baby must be named or it will die before its parent of the same sex.

Guests arrive for the special Naming Ceremony bringing gifts for the baby. Everyone gathers for the ceremony where special kinds of ritual food and objects have been placed. The ceremony begins with a hymn. Then each of the foods and objects are given to the child to taste or touch while the symbolic meaning of each is stated. Next there are prayers for the child's well being and good character and the baby's name is announced. The ceremony is followed with an evening of music and dance.

The following quotes denote the importance of a child's name.

"Names are important! They have meanings"
Dr. Gilbert Ogunfiditimi

"A Name is an edifying emblem given to a child at birth by the parents, or brought from heaven by the child, during that child's birth. "

Rev. Fred Ogunfiditimi

NIGERIA LESSON PLAN

NIGERIA: WHAT IS A REGION?

by George Kuhter

INQUIRY QUESTION

The world is broken into regions based on physical and human characteristics. How are countries such as diverse as Nigeria broken into regions?

OBJECTIVES

1. The student will be able to recognize the characteristic of regions.
2. The student will be able to recognize how regions help create a sense of place.

In the following lesson, the question of region is simplified by looking at and splitting Nigeria into 3 main regions by using its human and physical characteristics. In this way, students will be able to recognize the specific patterns that define Nigeria's regions. This lesson is designed to introduce the idea of region. Students may work in small groups or individually.

STANDARDS

The World in Spatial Terms Standard 1,2,3
Places and Regions Standard 4,5,6
Physical Systems Standard 7
Human System Standard 9,10,12 13
Environment and Society Standard 16
The Uses of Geography Standard 17,18

THEMES

Place
Region

MULTIPLE INTELLIGENCES

Logical-Mathematical
Bodily-Kinesthetic
Visual-Spatial

MATERIALS

Various teacher-made material
overhead
colored pencils

ACTIVITY - One class period

Introduction

The physical or human characteristics of a place and how these characteristics are connected within that place define a region.

Physical characteristics are those that can define or describe the physical landscape.

Human characteristics are those that define the people who live in a certain area.

In order to simplify the definition of region in Nigeria, it would be easy to look at how places or areas are connected using their physical and human characteristics.

To complete the lesson, use the following procedures

1. Review or introduce the idea of region. The most important idea to stress is that a region is a place or places that have similar physical or human characteristics. Students can be assigned to read the background material on Nigeria or teachers may direct the background information themselves.
2. Choose the categories to color the maps. Using the choropleth idea maps should be colored from lightest to darkest to distinguish a pattern. A note here is that we are using a 1987 map of Nigeria because of the changing nature of the country this is the most current as far as ethnic mapping is concerned.
 - a. Color the map according to the categories:

Map #1	Map #2*
5 ethnic groups in a state	Grain crops
5 -2 0	Mixed Crops (tree and Grain)
21-35	Root
35+	

*For Map two to see the pattern it is not necessary to color from lightest to darkest.

3. Once students have finished the maps, the students can use the following questions for discussion or review.
 - a. What pattern is seen on each of these maps that would justify the idea of classifying them into regions?
 - b. How would these maps be similar or different if they were split into different categories. (Languages, religion, foreign contact)
 - c. Think of the way other countries are split into regions. How is this similar or different to the regions of Nigeria?
 - d. How do these maps fit the working definition of region? Can we draw any conclusions from this definition or are there factors that are going to be different for all regions?

WHAT MAKES A REGION?

The physical or human characteristics of a place and how these characteristics are connected within that place define a region. Physical characteristics are those that can define or describe the physical landscape. Human characteristics are those that define the people who live in a certain area. In order to simplify the definition of region in Nigeria, it would be easy to look at how places or areas are connected using their physical and human characteristics.

Nigeria is split into 3 main regions, which can be defined by their human and physical characteristics. The North, which is dominated by the Hausa and Fulani ethnic groups, is a major Muslim area. In the north, the people rely on the staple crop of grain type agricultural plants. Grain crops are classified by their plant and include maize, millet and other long, tall plant crops. In the Middle Belt there is no dominant ethnic group. The Middle Belt is often referred to by the nickname, "the mirror of Nigeria" because of the mix of people that reside there. The language that is dominant is that of the Hausa, as it is in the North. The people, because of their background, tend to grow a mix of crops in their fields. They grow a mix of grains like their northern neighbors, but because of their mix of ethnic groups they also grow what are called root crops. Those crops that grow under the ground like yams, cassava, and groundnuts. In the south, it is said that there are two more region of Nigeria because of the languages spoken there. The Southwest is dominated by the Yoruba language and the Igbo language is in the southeast. Although there is the feeling that this area is two more regions of the country, it is not. In the South, people grow mainly root and tree crops. The root crops dominate the landscape, but it is the tree crops for which the people of southern Nigeria depend heavily.

NIGERIA REGIONS

State	Total # of Ethnic Groups	Main Crop Types
AKWA IBOM	7	ROOT
ANAMBRA	2	ROOT
BAUCHI	65	GRAIN, ROOT
BEN DEL	14	ROOT
BENUE	13	ROOT
BORNO	29	GRAIN
CROSS RIVER	29	ROOT
GON GO LA	113	GRAIN, ROOT
IMO	1	ROOT
KADUNA	32	GRAIN
KANO	9	GRAIN
KATSINA	2	GRAIN
KWARA	22	GRAIN, ROOT
LAGOS	3	ROOT
NIGER	20	GRAIN, ROOT
OGUN	1	ROOT
ONDO	3	ROOT
OYO	1	ROOT
PLATEAU	73	GRAIN, ROOT
RIVERS	11	ROOT
SOKOTO	14	GRAIN

** As of 1999, Nigeria has 36 states.

NIGERIA STATES MAP



NIGERIA LESSON PLAN

WAR AND THE ANIMAL

A story of one man's experience during the
beginning of the Biafran War

by Dave DenHartog

INQUIRY QUESTION

What role does ethnicity play during times of violent conflict?

OBJECTIVE

To gain personal insight into the horrors of war and the importance of ethnicity.

STANDARDS

- Standard 3: Analyzing the spatial organization of people, places, and environments in a spatial context.
- Standard 4: The physical and human characteristics of places.
- Standard 6: Culture and experience influence people's perceptions of places and regions.
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- Standard 12: The processes, patterns, and functions of human settlement.
- Standard 13: How the forces of cooperation and conflict among people influence the division and control Earth's surface.
- Standard 17: How to apply geography to interpret the past.

Standard 18: How to apply geography to interpret the present and plan for the future.

MULTIPLE INTELLIGENCES

Bodily/Kinesthetic
Visual/Spatial
Interpersonal
Intrapersonal
Verball Linguistic

MATERIALS

Access to the Internet

*Note - This lesson is best done using access to multiple online computers but can be done without.

KEY TERMS

Ethnicity
Coup d'etat
Mayhem
Pogrom
Ruthless
Academian

ACTIVITY: This lesson is designed to take 90 minutes.

1. Define all the key terms
2. Analyze on a world map where Nigeria is located
3. Look at a map of Nigeria

Part I

5. Read the following information found on the web and answer the questions found below. On the web: Ethnicity in Nigeria - <http://landow.stg.brown.edu/post/nigeria/ethnicity.html>

Questions

1. Why would the Igbo not be considered a tribe?
2. How does the author of this article define ethnicity?

3. Why is ethnicity so important to the people of Nigeria?
4. What might be the advantages and disadvantages of having so many different ethnic groups in one country?
5. In what part of the country are the Igbo mostly located?

Part II

5. Next read the historical overview on Biafra and answer the questions found below.

On the web: Biafran war

<http://landow.stg.brown.edu/post/nigeria/biafra.html>

Questions

1. What factors lead to the Biafran War?
2. Where did the name Biafra come from?
3. When did the Biafran War take place?
4. What groups of people were opposing each other?
5. How many people died in this conflict?

You might also need to use the following web site:

BIAFRA: Photo Essay <http://emeagwali.com/photos/biafra/photo-essay-on-biafra.html>

Part III

6. Read the following true story, told by Dr. Stanley Okafor. Imagine yourself in Stanley's shoes and feel the stress you would be under. Imagine not only the feelings but also the directions from which turmoil is hurling toward you. And finally, imagine how you would have or will react in a similar situation.
7. After reading the story complete the following tasks.
 1. Describe and explain the feelings that you get from reading this story.

2. Draw a map of the city of Asaba and approximate where you think Stanley's home would be.
3. In what ways, both good and bad, did the Niger River come into play during this story.
4. Come up with at least two examples from world history, or current history where ethnic battles have been fought.
5. Pick a partner and reenact a part of this story. This reenactment should last about a minute

Further the lesson:

Examine the current events of Nigeria and relate them to the story.

Nigerian news http://dailynews.yahoo.com/full_coverage/world/nigeria

Scoring this lesson:

Knowing that teachers have different scoring methods I will give you the percentages that have worked best for me.

Part I - 30%
Part II--- 30%
Part III — 40%

EXTENSION

The lesson "Siege Mentality: Conflicts throughout history" coincides with this lesson and works as a good compliment

AUTHOR'S NOTE

I would personally like to thank Dr. Stanley Okafor for sharing his story and making this lesson a reality.

-Mr. David DenHartog

War and the Animal

Whizzst! Scchhmash! Kaboom! The language of war that I heard whizzing toward my home, coming at my family, threatening my life.

We were crouched, hidden in the eastern corner of our home as the mortar shells rained from the west. The Federals were attacking Asaba, my home city, trying to reach the Niger Bridge and the Biafrans.

With my arms around my younger brothers and sisters, my mother and father's presence surrounded us with a halo of protection. We would not die, our house would not be hit, we were invincible.

The year was 1967 and the summer was hot, in many ways. The previous year had seen a coup de'etat and counter coup in Nigeria. My native homeland was steamy with political mayhem, a power struggle that inevitably grew more violent. While working hard in my first year at the University of Ibadan the turmoil in the country was fiercely debated among academicians and academia wannabes, like myself

The northerner, led by the Hausas, were abusing their power. The easterners, many of them Igbos, felt threatened and betrayed. The westerners, dominated by Yorubas, endured the competing tensions with apprehension.

Sparks were plentiful as the fires of power were fed by accusation, overthrow, and assassination. Pogroms of extermination had begun. Igbos, by the thousands, were being tortured and killed.

When my father, an Igbo Nigerian civil servant, heard that the Federal troops were moving in on Benin City and were looking for Igbos he decided to flee. Driving his Peugeot 404 through the horrendous Nigerian back roads he was to finally arrive home worn and soiled but alive.

The news that a civil war had begun, pitting the Federal Nigerian troops against the breakaway easterners left my family torn. My father, the consummate optimist, did not want to see violence. He had served his country faithfully promoting unity, yet his and my brothers had been massacred and pushed to accept the killings or fight to survive. And fight they did!

As the flurry of mortar shells subsided temporarily and under the guard of my parents we closed our eyes and surrendered to the comforts of sleep. The temporary reprieve was shattered by the sounds of many people, SOLDIERS, walking through the streets by my house. There

was yelling and directing as the officers rounded up every "able-bodied" person to walk down to the police station

Looking at my father's confident yet leery face I did not feel fear but rather relief that the mortar shells had stopped. With masses of people thrown into the streets and heading toward the station I soon became separated from my family. It would be the last time I would see my father alive.

Being in a war and hearing gun shots and explosions did not prepare me for the horrors of death that I soon saw, heard, and smelled. As we walked, rather stumbled to the station I saw two headless corpses lying near the road, one still a lantern in his hand. Why?

Rat-a-tat-tat-tat. Rat-a-tat-tat-tat. The smell of gunfire. The stench of murder. Another human, another leader, another Igbo was ruthlessly mowed down. Crammed like cattle at a sale, we all wondered who was next.

Finally, around 4:30 p.m. they let us all go. Many of those corralled at the station were led to the western edge of town to try to "make peace" with the military leaders. For most their peace would be eternal. I headed home choosing to avoid all military officials if possible.

My father had seen an officer that he personally knew at the station. I learned that the officer took my father home and was entertained. Driving the officer back to the station, my father was shot and thrown from his car. My mother found the lifeless body about two kilometers from our home. As she returned to her children, without her emotional and spiritual partner, I became transformed from sibling to protectorate.

The next few days felt like years. We did not venture out of our homes much as the Federals tried to cross the Niger and into Onitsha. Their frustrations were mounting and this brought on a flurry of violence against the locals.

As we peered out our window one afternoon we saw soldiers forcing a couple of the neighbor men to carry dead corpses to the river. When they would return another would be shot and again they were forced to dispose of the body.

This particular soldier carrying out this methodical killing spree burst into our home. Throwing his Star beer to the side he surveyed our home, my small brother and sister in my arms, my mother and grandmother trembling with nervous apprehension, my older sister

begging for mercy at his feet. The hysteria was increasing with each breath. My whole family was to soon join my father.

"Let's go! Let's go! Let's go down to the river!" I said. I couldn't believe the words were coming out of my mouth. My life would soon be over. The horror of the moment overwhelmed me. My father and I would soon be together.

As quickly as I confronted the soldier and began my exit my mother intervened. Speaking Hausa, the soldier's native language, and with thirty-five pounds sterling (the soldier's lustful language), the soldier left us. He warned my mother that I should not be seen as well as my younger brothers. The soldier was told to kill any Igbo child or man over five years old.

For the next two weeks I hid out in our attic. My bed was propped up vertically and I put padding all over the floor. Soldiers had been known to come into homes and fire randomly into the ceilings.

The soldiers did not return. The war went on for three years. Many, many Nigerians died. I survived. I live. I remember. The pain and hurt still lingers.

War exemplifies how man is the most cruel and vicious animal on this earth. Let us all work to tame our savage instincts, realize that we can share, believe that we can live together, and search for happiness and unity with all humankind.



Dr. Stan Okafor - University of Ibadan - July 1999

NIGERIA LESSON PLAN

WEB LINKS

Motherland Nigeria <http://www.motherlandnigeria.com/>
OLUBUNMI "BOOMIE" O. - A Nigerian female who maintains a web site with interesting information about Nigeria.

Riikka Korpela's <http://media.urova.fi/%7Erkorpela/niglink.html>
A list of links to websites made by Nigerians, on Nigeria and on Nigerians

Nigeria <http://www.reachout98.clarityconnect.com/nigeria.htm>
Information

Nigeria Page
http://www.sas.upenn.edu/African_Studies/Country_Specific/Nigeria.html

Nigeria Overview
<http://landow.stg.brown.edu/post/nigeria/nigeriaov.html>

UCLA Hausa home page
<http://www.humnet.ucla.edu/humnet/aflang/Hausa/>
Grammar, culture lessons, language (you can hear words pronounced)

A Nigerian Yoruba Naming Ceremony in the Washington DC Area
<http://web2.si.edu/folklife/vfest/africa/start.htm>
The ceremony of naming a child.

Nigeria <http://www.emulateme.com/nigeria.htm>

Nigerian News On Line <http://allafrica.com/>

African Information Center <http://www.hmnet.com/africa/1africa.html>

Library of Congress/Federal Research Division/Country Studies
<http://lcweb2.loc.gov/frd/cs/ngtoc.html>

Map of Nigeria with the people in Nigeria
<http://www.uiowa.edu/%7Eafricart/toc/countries/Nigeria.html>

Nigeria <http://www-sul.stanford.edu/depts/ssrg/africa/nigeria.html>

Destination Nigeria - Lonely Planet
<http://www.lonelyplanet.com/destinations/africa/nigeria/>

Nigeria's History of Turmoil <http://www.washingtonpost.com/wp-srv/inatl/longterm/nigeria/timeline.htm>
Timeline

History of Nigeria <http://www.emulateme.com/history/nigehist.htm>

Fielding's DangerFinder
<http://www.comebackalive.com/df/dplaces/nigeria/index.htm>

Scott's Excellent Adventure in Nigeria
<http://www.bidstrup.com/africa.htm>
A travelogue/essay by Scott Bidstrup

Kid's Zone - Nigeria
<http://www.afroam.org/children/discover/nigeria/nigeria.html>

Politics in the court of Benin City
<http://www.lam.mus.ca.us/africa/tour/benin/index.htm>

Columbia University - African Studies
<http://www.columbia.edu/cu/lweb/indiv/africa/cuyl/Nigeria.html>

Shell Nigeria: Information Resource: Maps
<http://www.shellnigeria.com/frame.asp?Page=Map>

Cultural Arts in Nigeria
<http://africancultures.about.com/library/weekly/aa081599.htm?IAM=DOGP&rf=dp&COB=home>

Nigeria - Consular Information Sheet <http://travel.state.gov/nigeria.html>
Travel information

Worldwide Travel Guide <http://www.wtg-online.com/data/nga/nga.asp>
Information and photos

Nigerian Photos
http://www.uni.edu/gai/Nigeria/Pictures/Picture_index.html

Nigeria Information <http://www.infoplease.com/ipa/A0107847.html>

Port Harcourt, centre of the oil industry
<http://www.megastories.com/nigeria/map/harcourt.htm>

Nigeria - Information on Altapedia
<http://www.atlapedia.com/online/countries/nigeria.htm>

The 478 Languages of Nigeria
http://www.ethnologue.com/country_index.asp

Nystrom map of Nigeria <http://www.nystromnet.com/nigeria.html>

Bura Tribe Home Page <http://www.geocities.com/Athens/6060/>

Understanding Nigeria Through Geography's Five Themes
from The University of Iowa by Rex Honey
<http://twist.lib.uiowa.edu/cgs/resources/Chap5.html>

Yoruba Culture and Religion
<http://www.batadrums.com/background/yoruba.htm>